ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 7/5/65 | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED000881

2. ORIGINATOR CONTROL NO(S). 8433

3. IDENTIFICATION NO.

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

4. AUTHOR(S): Hobbs, Dan S. and Coffelt, John J.

5. TITLE OF DOCUMENT ABSTRACTED: Oklahoma Higher Education Enrollments and Projections: Self-Study of Higher Education in Oklahoma - Report 3

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. State Regents for Higher Education
ST. State Capitol
CITY STATE Oklahoma City, Okla.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE Oklahoma State Regents for Higher Edu.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Feb. 63	95

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR self-study

16. INDEXING TERMS (6-12)

planning P-15	enrollment G-16			
students Y-15	measurement O-12			
characteristics R-43				

17. ABSTRACT (MAX. 250 WORDS)

Presents findings and recommendations that emerge from an analysis of the characteristics of students now enrolled in Oklahoma colleges and universities and a projection of collegiate enrollments to the year 1975. The study encompasses both the 18 public colleges and universities in Oklahoma and the 15 independent and municipal colleges and universities. Includes numerous tables and charts.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

OKLAHOMA HIGHER EDUCATION ENROLLMENTS AND PROJECTIONS

SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA — REPORT 3

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

February, 1963

ED000881

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

G. Ellis Gable
Chairman, Tulsa

R. L. Crowder, Jr.
Vice Chairman, Tonkawa

Mrs. Jewell Ditmars
Muskogee

John J. Vater, Jr.
Secretary, Enid

Wharton Mathies
Clayton

Guy M. Harris
Assistant Secretary, Ardmore

Norman B. Musselman
Shawnee

Bob F. Allee
Elk City

W. T. Payne
Oklahoma City

STAFF

E. T. Dunlap
Chancellor

Tom G. Sexton
Administrative Assistant

John J. Coffelt
Coordinator of Research

Dan S. Hobbs
Research Assistant

Charles R. Walker
Research Assistant

OKLAHOMA HIGHER EDUCATION ENROLLMENTS AND PROJECTIONS

SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA — REPORT 3

Prepared by
Dan S. Hobbs and John J. Coffelt

Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

February, 1963

PROBLEM AREA ADVISORY COMMITTEE NO. 3

on

Higher Education Enrollments and Projections

Raymond Girod, *Chairman*
Registrar, Oklahoma State University
Stillwater

Sam O. Pool, *Vice-Chairman*
Registrar, Southeastern State College
Durant

C. D. Batchlor
Registrar, Langston University
Langston

Noble Bryan
Registrar, Northeastern State College
Tahlequah

Mrs. H. Louise Craven
Registrar, Murray State Agricultural College
Tishomingo

Mrs. Maurine Fails
Registrar, Sayre Junior College
Sayre

W. Harvey Faust
Registrar, East Central State College
Ada

J. E. Fellows
Dean of Admissions and Registrar, University of Oklahoma
Norman

Henry Gold
Director of Admissions, Scholarships and Community Relations, Oklahoma City University
Oklahoma City

George Metzel
Registrar, University of Tulsa
Tulsa

Gordon L. Paine
Registrar, Cameron State Agricultural College
Lawton

Gerald Williams
Dean of Instruction and Registrar, Eastern Oklahoma A&M College
Wilburton

Preface

In July of 1961, the Twenty-Eighth Oklahoma Legislature enacted House Bill No. 553 requesting the Oklahoma State Regents for Higher Education to undertake a comprehensive study of higher education. The State Regents met promptly to consider the Legislature's request and on July 31, 1961, authorized the higher education study and directed the Chancellor to develop plans for its accomplishment.

In January of 1962, the Chancellor submitted to the State Regents a plan for conducting the comprehensive self-study of Oklahoma higher education. This plan, adopted by the State Regents, sets forth in detail the purpose of the state-wide self-study, major problem areas to be included, procedures to be followed, and the time schedule for completing various phases of the study. This plan, entitled *Organization and Plan—Report I, Self-Study of Higher Education in Oklahoma*, has been carefully followed in the conduct of the study.

The plan provided for the total study to be conducted in two phases. The first phase, to be completed by the end of 1962, includes a study of three problem areas: higher education enrollments; obtaining, retaining, and utilizing faculties; and financing current operating costs. The second phase, to be accomplished in the second year of the study, will include an analysis of four problem areas: functions and goals; control and administration; higher education opportunities and needs; and physical facilities.

The reporting procedure for the self-study provides for a report to be published on each problem area as study is completed. In addition to the reports on the seven problem areas pertaining to colleges and universities there will be a separate report on the seven other constituent agencies in the State System. Also there will be a final report which will summarize the findings, conclusions, and recommendations of the whole self-study.

Officially the study encompasses the eighteen state colleges and universities and the seven other constituent agencies of The Oklahoma State System of Higher Education. However, to provide as full a picture as possible of the situation in all Oklahoma higher education the study also includes fifteen independent and municipal colleges and universities.

The State Regents gratefully acknowledge the assistance and cooperation given by the faculties and administrative staffs of the participating colleges and universities. Particular recognition is due those individuals who served on problem area advisory committees, the Advisory Steering Committee and the Primary Advisory Committee. The State Regents also acknowledge the assistance of the General Consultant, Dr. Norman Burns, Secretary of the North Central Association; and Special Consultants Dr. Ernest V. Hollis, Director, College and University Administration Branch, United States Office of Education, and Dr. S. V. Martorana, formerly with the United States Office of Education and currently Director of Planning for Higher Education, The University of the State of New York. Dr. A. J. Brumbaugh of the Southern Regional Education Board also reviewed the manuscript and made a number of helpful suggestions.

PRIMARY ADVISORY COMMITTEE

Jacob Johnson, *Chairman*
President, Connors State Agricultural College
Warner

Oliver S. Willham, *Vice-Chairman, President*
Oklahoma State University, Stillwater

Arch B. Alexander, *Superintendent*
Sayre Junior College, Sayre

J. N. Baker, *President*
Eastern Oklahoma A&M College, Wilburton

Richard Burch, *President*
Cameron State Agricultural College, Lawton

Roy Cantrell, *President*
Bethany Nazarene College, Bethany

Bruce G. Carter, *President*
Northeastern Oklahoma A&M College, Miami

George L. Cross, *President*
University of Oklahoma, Norman

Robert G. Dodson, *President*
St. Gregory's College, Shawnee

V. R. Easterling, *President*
Northern Oklahoma Junior College, Tonkawa

H. E. Garrison, *President*
Northeastern State College, Tahlequah

Garland Godfrey, *President*
Central State College, Edmond

Charles Grady, *President*
Oklahoma College for Women, Chickasha

William H. Hale, *President*
Langston University, Langston

Al Harris, *President*
Southwestern State College, Weatherford

Ben G. Henneke, *President*
University of Tulsa, Tulsa

Homer M. Ledbetter, *President*
Oklahoma Military Academy, Claremore

J. W. Martin, *President*
Northwestern State College, Alva

Freeman McKee, *President*
Murray State Agricultural College, Tishomingo

Marvin McKee, *President*
Panhandle A&M College, Goodwell

James R. Scales, *President*
Oklahoma Baptist University, Shawnee

A. E. Shearer, *President*
Southeastern State College, Durant

C. F. Spencer, *President*
East Central State College, Ada

ADVISORY STEERING COMMITTEE

Jacob Johnson, *Chairman*
President, Connors State Agricultural College
Warner

Oliver S. Willham, *Vice-Chairman, President*
Oklahoma State University, Stillwater

Arch B. Alexander, *Superintendent*
Sayre Junior College, Sayre

George L. Cross, *President*
University of Oklahoma, Norman

Ben G. Henneke, *President*
University of Tulsa, Tulsa

J. W. Martin, *President*
Northwestern State College, Alva

C. F. Spencer, *President*
East Central State College, Ada

GENERAL CONSULTANT

Dr. Norman Burns, *Secretary*
North Central Association
Chicago, Illinois

TABLE OF CONTENTS

Page

Part 1: INTRODUCTION 1
- Scope of the Report 2
- Procedures 2
- Limitations 3
- Source of Data 4
- Classification of Institutions 5
  - Type of Control 5
  - Type of Program 5
- Definitions 5
  - Head-Count Enrollment 5
  - Full-Time-Equivalent Student 5
  - First-Time Freshman 5
  - Dropout 5

Part II: THE SETTING FOR HIGHER EDUCATION ENROLLMENTS 5
- Oklahoma Population Trends by Age Group 7
- Geographic Distribution of Population in Oklahoma 8
- Economic Trends 10
- Some Regional and National Comparisons 10
- Family Income 13
- Enrollments in Public Versus Private Institutions 14
  - A Look to the Future 15

Part III: SOME ANALYSES OF CURRENT COLLEGE ENROLLMENTS 16
- College-Going Rates of High School Graduates 16
- First-Time Freshmen in Oklahoma Colleges 16
  - Enrollment by Sex 16
  - State and Country of Origin 18
  - County of Origin 18
  - Enrollment by Institutional Type and Control 21
- Total Enrollment 21
  - Geographic Origins 21
  - State of Origin 21

Part IV: HISTORICAL ENROLLMENT TRENDS IN OKLAHOMA COLLEGES 32
- Recent Trends, 1957-1961 33
- Full-Time-Equivalent Enrollment Trends 36
- Ratio of FTE to Head-Count Enrollment 39

Part V: SOME CHARACTERISTICS OF STUDENTS IN OKLAHOMA HIGHER EDUCATION 40
- Enrollment by Sex and by Level 41
- Age Characteristics of Students 41
- Marital Status of Students 45
- The Housing of Students 47
  - Married Students 49
  - Single Students 49
  - A Look to the Future 51

TABLE OF CONTENTS—Continued

Page

Part VI: RETENTION, TRANSFER, AND GRADUATION RATES IN OKLAHOMA COLLEGES 51
- Dropout in Oklahoma Colleges 53
  - Freshman Dropout 53
  - Total Undergraduate Dropout 55
- Undergraduate Transfers 58
  - In-State Transfer 59

Part VII: THE PROJECTION OF HIGHER EDUCATION ENROLLMENTS IN OKLAHOMA TO 1975 63
- Assumptions Underlying the State Regents Enrollment Projections 63
- Methods Used to Forecast Higher Education Enrollments 64
  - The Curve-Fitting Method 64
  - The Ratio Method 64
  - The Cohort-Survival Method 65
- Survival Statistics in Oklahoma Schools and Colleges 65
- Projection of Oklahoma High School Graduates 67
- Projection of Total College Enrollment 68
  - Previous Projections for Oklahoma 69
  - A Final Word 69

Part VIII: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 70
- Findings 70
  - Population Characteristics 70
  - Student Characteristics 71
  - Enrollment Trends 71
  - Retention and Transfer 72
  - Projected Enrollments 72
- Conclusions 73
- Recommendations 75

APPENDIXES 78
- A. List of Participating Institutions 78
- B. Student Enrollment Questionnaire 79
- C. First-Time Freshmen in Oklahoma Colleges from Foreign Countries, Fall 1961 93
- D. Total Students in 33 Oklahoma Colleges from Foreign Countries, Fall 1961 94
- E. Degrees Granted in Oklahoma Four-Year Colleges and Universities Spring and Summer, 1961 95

LIST OF TABLES AND FIGURES

Table **Page**

1. Oklahoma Population by Age-Group, 1940 to 1960 ---------- 7
2. Per Cent of the Population 18 to 24 Years of Age Enrolled in School for Oklahoma and Selected Other States, 1940 to 1960 ---------- 12
3. Relationships Among Median Family Income, Per Cent of the College-Age Population in School and Median Years of Education Completed by Persons 25 Years of Age or Older in 10 Selected States: 1960 ---------- 14
4. Total Degree-Credit College Enrollment in Oklahoma and Selected Other States by Type of Institutional Control, Fall 1960 ---------- 15
5. Geographic Origin of First-Time Freshmen Students Enrolled in Oklahoma Colleges, by Institution and by Type of Control, Fall 1961 ---------- 17
6. Geographic Origin of Total First-Time Freshmen Students in Oklahoma State-Owned Institutions, by Institution and by Type, Fall 1961 ---------- 19
7. Geographic Origin of First-Time Freshmen Students Enrolled in Oklahoma Colleges, by Type of Control and by Type of Institution, Fall 1961 ---------- 26
8. Percentage Distribution of Total Head-Count Enrolled in Oklahoma Colleges, from Oklahoma, Other States and Territories and Foreign Countries, Fall 1961 ---------- 27
9. Out-of-State and Foreign Students Enrolled in Colleges and Universities in Oklahoma and Selected Other States, Fall 1958 ---------- 32
10. Main-Campus Head-Count Fall Enrollment in Oklahoma Colleges, by Institution and by Type of Institutional Control, 1957-1961 ---------- 35
11. Fall Head-Count Enrollments in Constituent and Related Agencies of The Oklahoma State System of Higher Education 1957-1961 ---------- 36
12. Main Campus Full-Time-Equivalent Fall Enrollment in Oklahoma Colleges, by Institution and by Type of Institutional Control, 1957-1961 ---------- 37
13. Ratio of Fall Main Campus Full-Time-Equivalent Enrollment to Total Fall Enrollment in 27 Oklahoma Colleges, by Institution and by Type of Institutional Control, 1959-1961 ---------- 38
14. Main Campus Head-Count Enrollment in State-Owned Institutions by Type of Institution, by Level and Sex, Fall 1961 ---------- 42
15. Total Head-Count Enrollment in Oklahoma Private and Municipal Institutions by Type of Institution, by Level and Sex, Fall 1961 ---------- 43
16. Age-Distribution of Total Enrollment in Oklahoma Colleges, Fall 1961, by Undergraduate and Graduate Levels ---------- 44
17. Number of Married Students Enrolled in 33 Oklahoma Colleges as a Percentage of Total Enrollment, by Level, Fall 1961 ---------- 46
18. Percentage of Married Students Enrolled in Oklahoma Colleges, by Type of Institution and by Level, Fall 1961 ---------- 48
19. Type of Housing Occupied by Single Students in 33 Oklahoma Colleges by Institution and by Type of Control, Fall 1961 ---------- 50
20. Fall Semester 1961 Freshmen Dropout in 33 Oklahoma Colleges as a Percentage of Total Freshman Enrollment by Institution, Type of Control, and by Sex ---------- 52
21. Percentage Distribution of Fall 1961 Freshman Dropouts in 33 Oklahoma Colleges According to Quintile Rank on the American College Test, by Institution and by Type of Control ---------- 56
22. Total Fall 1961 Undergraduate Dropouts from 33 Oklahoma Colleges by Cumulative Scholarship Status ---------- 57
23. Scholarship Status of Undergraduate Dropouts in Oklahoma Colleges from 1961 Fall Semester, by Cumulative Scholarship Status and by Level ---------- 58
24. 1961 Fall Undergraduate Transfers into Oklahoma Colleges by Institution, by Type of Control and by Sex ---------- 60

LIST OF TABLES AND FIGURES—Continued

Table **Page**

25. Fall 1961 Transfer of Undergraduate Students among 33 Oklahoma Colleges ---------- 61
26. Projection of Fall College Enrollments in State-Owned Institutions to 1975 by Level ---- 66
27. Projection of Fall College Enrollments in Private and Municipal Colleges to 1975 by Level ---------- 67
28. Projection of Fall College Enrollments in Oklahoma to 1975 by Type of Institutional Control ---------- 68

Figure **Page**

1. Oklahoma College-Age Population and Enrollment in State-Owned Institutions, 1940 to 1960 ---------- 6
2. Per Cent of Change in Oklahoma Population, by Counties, 1950 to 1960 ---------- 9
3. Oklahoma Occupation Group of Employed Persons: 1940 to 1960 ---------- 11
4. First-Time Oklahoma Freshmen Enrolled in 33 Oklahoma Colleges, Fall 1961, as a Ratio of Spring 1961 Oklahoma High School Graduates, by County ---------- 20
5. First-Time Oklahoma Freshmen Enrolled in State-Owned Universities, Fall 1961, as a Ratio of Spring 1961 Oklahoma High School Graduates, by County ---------- 22
6. First-Time Oklahoma Freshmen Enrolled in State-Owned Four-Year Colleges, Fall 1961, as a Ratio of Spring 1961 High School Graduates, by County ---------- 23
7. First-Time Oklahoma Freshmen Enrolled in State-Owned Two-Year Colleges, Fall 1961, as a Ratio of Spring 1961 Oklahoma High School Graduates, by County ------ 24
8. First-Time Oklahoma Freshmen Enrolled in Private and Municipal Colleges, Fall 1961, as a Ratio of Spring 1961 High School Graduates, by County ---------- 25
9. Geographic Origin of Students Enrolled in Oklahoma State-Owned Institutions, Fall 1961 ---------- 28
10. Geographic Origin of Students Enrolled in Oklahoma Private and Municipal Institutions, Fall 1961 ---------- 29
11. Geographic Origin of Head Count Students in Oklahoma Public Universities, Four-Year Colleges, and Two-Year Colleges, 1961 ---------- 30
12. Geographic Origin of Head Count Students in Oklahoma Private Colleges and Universities, and Private and Municipal Two-Year Colleges, Fall 1961 ---------- 31
13. Percentage Distribution of Oklahoma College Fall Enrollment by Type of Institution, 1975-1961 ---------- 34
14. Married Students Enrolled in Oklahoma Colleges, Fall 1961, as a Percentage of Total Enrollment, by Type of Institution, and by Level ---------- 48
15. Fall Semester 1961 Undergraduate Dropouts from Oklahoma Colleges as a Percentage of Total Enrollment, by Level ---------- 54
16. Geographic Origin of Undergraduate students Who Transferred into Oklahoma Instiutions, Fall 1961 ---------- 62

Part I—Introduction

For more than a decade those in places of responsibility in American higher education have been persistent in their efforts to prepare the nation for the impending enrollment crisis of the middle 1960's. Perhaps never before in the history of higher education has a coming event cast such a long shadow as the phenomenon variously referred to as the "tidal wave" or the "enrollment flood." Those in the colleges and universities have watched in somewhat dreaded anticipation as the children of the World War II veterans moved first through the elementary, past the junior high, and then into the high schools of the nation, leaving all previous enrollment records shattered in their wake.

The fall semesters of 1964 and 1965 will see a massive movement of these long-awaited "war babies" out of the nation's high schools onto the college campuses. Even if it is assumed that the proportion of future high-school graduates going on to college will remain at the present level, the challenge will be a formidable one. Research indicates, however, that an increasingly greater percentage of those eligible to attend college will be enrolling each succeeding year, barring any radical changes in current admissions policies. Add to this the recent surge in graduate enrollments—where the percentage of increase in recent years has been running double-to-triple that of total enrollments—and the problem of increased numbers in higher education begins to assume monumental proportions.

Oklahoma colleges and universities, while not anticipating enrollment increases on the order of those expected by institutions in states such as Florida and California, can nevertheless look forward to substantial gains in the years immediately ahead. During the past two decades, collegiate enrollments in Oklahoma almost doubled, even though the college-age population (between 18 and 24) declined steadily throughout the same period at the rate of more than 4,000 potential students per year. Almost immediately, however, the state's college-age population will begin an upward spiral which should continue well into the 1970's, pouring thousands of additional young people into the pool from which college enrollments originate. Within the next six years, enrollments in Oklahoma institutions of higher education could well increase by as many students as the total number now enrolled in the 9 four-year colleges of the State System.

If Oklahoma higher education is to accommodate these additional thousands of students, those who are responsible for guiding the educational enterprise through the crisis years ahead must act now to insure that the colleges will be ready when the need arises. If creative and responsible decisions are to be made, however, those in positions of leadership must be furnished with up-to-date and reliable information about students on which to base judgments. They will need to know, for example, not only how many students will be enrolling in Oklahoma colleges and universities each year for the next decade or so, but in what types of institutions these students will be matriculating. In addition, it will be of importance to those who will be doing the planning to know how many of tomorrow's students will be married or single; the number to be enrolled at the freshman and at the graduate level; and whether they will be living in college housing or commuting from home. The answers to these and similar questions must be immediately forthcoming if there are to be enough facilities and programs of the right kinds and in the right places over the next few years.

It is recognized, of course, that there are other problems facing higher education in addition to those directly associated with numbers of students, and that none of these problems can be isolated and treated separately. One of the most important of these problems concerns the recruitment and retention of a competent instructional staff to guarantee the quality of the product turned out by higher education in the years to come.

Another problem challenging higher education in the decade ahead is that of added responsibilities. Society is almost daily adding new burdens to those which the institutions are already shouldering. Not only are the colleges being asked to do better the things which they have always done, but they are being urged to assume ever-greater responsibilities for the welfare of the nation as a whole. Governmental, industrial, and social problems are increasingly being brought to the universities and colleges for solutions—a growing recognition on the part of the nation that higher education performs a very practical as well as theoretical function in the society.

The extent to which the Federal Government currently uses colleges and universities in the attempt to find solutions to many of its more complex problems is revealed by the fact that more than 15 per cent of the total educational expenditures of the nation's institutions of higher education now comes from Federal sources.[1]

That private industry is also coming to rely heavily on higher education, particularly in the area of industrial research, was pointed out recently by Dr. Charles Kimball, President of the Midwest Research Institute of Kansas City. Dr. Kimball, in a speech delivered before the Oklahoma City Chamber of Commerce in March of 1962, stated that "industry has discovered that scientific research, done in its own interest, pays terrific dividends—like $25 of new sales per $1 of research."[2] It is logical to assume that private research will continue to grow steadily in the years ahead, and that colleges and universities with research facilities will be asked to participate as partners in this expanding venture.

The foregoing are but a few of the challenges facing higher education, not only at the national level, but in Oklahoma as well. The need for creative and responsible planning has never been more urgent than at the present. It is hoped that this study on higher education enrollments and projections, along with a number of related studies being done in other problem areas, can contribute significantly to a better understanding of the problems and needs of Oklahoma higher education over the next generation.

Scope of the Report

This report presents findings and conclusions that emerged from the study of Problem Area Number Three, "Higher Education Enrollments and Projections." It is concerned with an analysis of the characteristics of students now enrolled in Oklahoma colleges and universities, and a projection of collegiate enrollments within the state to the year 1975.

This study encompasses both the eighteen state-owned colleges and universities in Oklahoma and the fifteen independent and municipal colleges and universities. A list of the participating institutions and institutional abbreviations used in this report is included as Appendix A.

Procedures

The general procedures being followed in conducting the Oklahoma Self-Study of Higher Education are reported in detail in the State Regents' publication, *Organization and Plan—Report 1.*[3] These procedures have been followed carefully throughout the completion of the first phase of the self-study. Data basic to this particular report were gathered, compiled, and analyzed in the following manner.

In January of 1962, the problem area advisory committee for higher education enrollments and projections (Problem Area Number Three of the Self-Study) was appointed to assist the State Regents' staff in developing a research design in the area of higher education enrollments and projections, one of the three problem areas designated for early completion in the Self-Study of Higher Education in Oklahoma. This advisory committee was appointed by the Coordinator of Research of the

---

[1] Homer E. Babbidge, Jr. and Robert M. Rozenweig, *The Federal Interest in Higher Education* (New York: McGraw-Hill Book Company, Inc., 1962), p. 25.

[2] "Oklahoma's Economic Future Depends on Higher Education and Research," (College of Engineering, Oklahoma State University), p. 4.

[3] Oklahoma State Regents for Higher Education, *Organization and Plan—Report I, Self-Study of Higher Education in Oklahoma* (Oklahoma City, 1962).

State Regents' staff from nominations submitted by the presidents of the thirty-three participating colleges and universities in Oklahoma.

During February and early March, the committee assisted the State Regents' staff in the identification of available resources of data, in the development of uniform definitions in the area of enrollments, and in the construction of a questionnaire designed to gather information about students enrolled in the institutions participating in the study. The questionnaire form was developed to obtain supplemental enrollment data not available in the State Regents' files.

The tentative instrument thus developed was then reviewed by Dr. Norman Burns, Secretary of the North Central Association, who served as General Consultant to the Oklahoma Self-Study of Higher Education, and also Drs. Ernest V. Hollis and S. V. Martorana of the United States Office of Education. The questionnaire form which emerged has been included in this report as Appendix B.

In April and May of 1962, the research staff visited the campuses of each of the thirty-three Oklahoma colleges and universities participating in the study. The purpose of these visits was to explain the questionnaires, answer questions regarding the institutions' participation in the self-study, and to make first-hand observations and interviews.

As the completed questionnaires were returned by the institutions to the State Regents' office, the research staff carefully reviewed them to make certain that the data contained therein were uniform and in accordance with instructions and definitions. During the following month, considerable effort was exerted to guarantee that obvious errors had been eliminated from the material and that all institutions were reporting on a comparable basis. This data was then compiled into tables and figures so that a graphic and simple presentation could be made of the enrollment material.

After the data had been thus prepared, a preliminary staff report was developed and presented to the problem area advisory committee. This committee assisted the research staff in evaluating the findings and in pointing up implications of the data relating to Oklahoma higher education enrollments. The preliminary staff report was then presented to and reviewed by the Advisory Steering Committee, the Primary Advisory Committee, and the Oklahoma State Regents for Higher Education. Each of these three groups participated in the analysis of findings and conclusions and assisted in the formulation of preliminary recommendations.

Prior to the writing of the final version of the report, the Coordinator of Research met again with the General Consultant, Dr. Norman Burns, to obtain his advice and suggestions regarding preliminary findings, conclusions, and recommendations. Dr. S. V. Martorana, United States Office of Education, also reviewed the data and met with the research staff and pointed up the findings that in his judgment should be highlighted in the study.

During November and December of 1962, the research staff drafted the narrative that was to accompany the tabular and graphic data for the report. Prior to publication, the final document was reviewed by the Advisory Steering Committee, the Primary Advisory Committee, and the State Regents. It should be emphasized that the conclusions and recommendations in this report reflect the judgments of a great number of individuals engaged in higher education, both in Oklahoma and at the national level. The implications for the future of higher education within the state which are pointed out in this report are thus a synthesis of many opinions rather than the judgment of any single individual.

Limitations

This particular project in the area of student enrollments and projections does not encompass all of the items as set forth in Problem Area Number Three of the plan for the Self-Study of Higher Education in Oklahoma. This report has been directed largely toward the compilation, organization, and analysis of enrollment statistics already available, either in the State Regents' office or in the offices of registration in the colleges and universities participating in the study.

Not included in this study, but related topics which have been or will be treated in separate projects, include a report which has already been published by the State Regents in the area of admission and retention of students;[4] also, a special study is currently being made of the college freshman class of 1962, a project which is designed to run for a period of six years. In that study, basic information is being collected on the academic and socio-economic characteristics of college freshmen enrolling in all Oklahoma colleges and universities in the fall of 1962. These freshmen are being followed individually to determine who stays in college, who drops out, what kinds of students are successful in what types of institutions, and other similar information. A periodic reporting will be made of this special project.

Another broad area of importance which was not included in this study concerns the thousands of high school graduates in Oklahoma who are pursuing some kind of training in business colleges, barber and beauty schools, technical-vocational schools, and those enrolled in non-accredited institutions of higher education. Likewise, there has been no attempt to ascertain the number of adults taking courses through extension, correspondence, and adult education programs.

It will be noted that most of the enrollment figures presented in this report relate to the fall semester only, and that there are no statistics to indicate the extent of summer programs being offered in the institutions. In view of the fact that a number of colleges and universities do carry on extensive operations during the summer term, this particular report does not fully reflect the situation with regard to the total number of students served by these institutions during the course of a year. However, since the fall semester is the one in which the peak enrollment load occurs, it was felt that the statistics relating to this term would be of greater value in helping institutions plan for the future than would the enrollment figures from any other single semester or session.

The data relating to dropouts as presented in this report are limited in two respects. First, since there are no previous Oklahoma statistics available with which the information gathered in the course of this study may be compared, there is no accurate means of judging whether the state-wide attrition figures reported herein are excessive or within acceptable limits; secondly, the period of time covered in this study included only the fall semester of 1961, so that the full-year attrition rates for the the academic year 1961-62 can only be estimated. In spite of these limitations, however, the information compiled here with respect to student attrition should prove helpful until certain additional research now under way in this area can be completed.

It was not practical for institutions to go back for a period of years and reconstruct data relating to such student characteristics as marital status, age, dropout, transfer, and student housing. Since these kinds of information had not previously been compiled in the State Regents' offices, the only analyses which could be made in these areas were inter-institutional comparisons for the fall semester of 1961.

Although both historical and current information is available with regard to out-of-state students coming into Oklahoma, there are no comparable statistics for Oklahoma students attending out-of-state colleges and universities. Until some means is found to fill these informational gaps, it will be impossible to ascertain exactly how many or what kinds of Oklahoma high school graduates go on to college, or to compile completely accurate figures relating to dropout and transfer.

Source of Data

The great majority of the material to be presented in this report comes from the following sources: (1) reports in the files of the

---

[4] The Oklahoma Regents for Higher Education, *A Study of the Admission and Retention of Students* (Oklahoma City, 1962), 60 pp.

Oklahoma State Regents for Higher Education; (2) population data from the Bureau of the Census of the United States Department of Commerce; (3) enrollment reports from the United States Office of Education; (4) data on public school enrollments from the Finance Division of the Oklahoma State Department of Education; and (5) material from Student Questionnaire Form 3-B, a special comprehensive instrument developed to gather detailed information about student enrollments and the characteristics of students enrolled in Oklahoma colleges during the fall semester of 1961.

Classification of Institutions

In order that the information obtained in this study might be presented and analyzed in the most meaningful manner, two types of classifications have been used. These are: (1) type of control; and (2) type of program.

Type of Control.—The thirty-three participating institutions have been organized into three groups to distinguish among types of control. *State* institutions are the eighteen colleges and universities of The Oklahoma State System of Higher Education and which are supported in part by direct legislative appropriations. *Private* institutions are the nine participating colleges and universities under the management and control of governing boards independent of public governmental agencies and which are supported by private funds. *Municipal* institutions are the six junior colleges under the management and control of local boards of education and which are supported by school district revenues and student tuition.

Type of Program.—For purposes of some analyses, institutions are classified by the following types of programs. *Universities* are those institutions which, in addition to a regular undergraduate program, also offer graduate programs leading to the doctor's degree in one or more fields. *Four-Year Colleges* are those institutions which offer programs leading to the bachelor's or master of teaching degrees. *Two-Year Colleges* are those institutions which offer work leading to the associate degree.

Definitions

The definitions used in this report were cooperatively developed by the staff of the Oklahoma State Regents for Higher Education and Problem Area Advisory Committee Number Three. The following definitions do not comprise an exhaustive list of those developed, but they are the ones which are most significant to the understanding of this report:

Head-Count Enrollment.—Head-count enrollment is the total number of different individuals enrolled in an institution exclusive of individuals in correspondence, extension, or adult education. It includes all students who completed registration during the semester or year for which data were gathered.

Full-Time-Equivalent Student.—A full-time-equivalent (FTE) student is a statistic which represents one person carrying a normal load of 15 credit hours each semester. The FTE is calculated by dividing the figure 15 into the total student-credit-hours carried by all students enrolled during a semester.

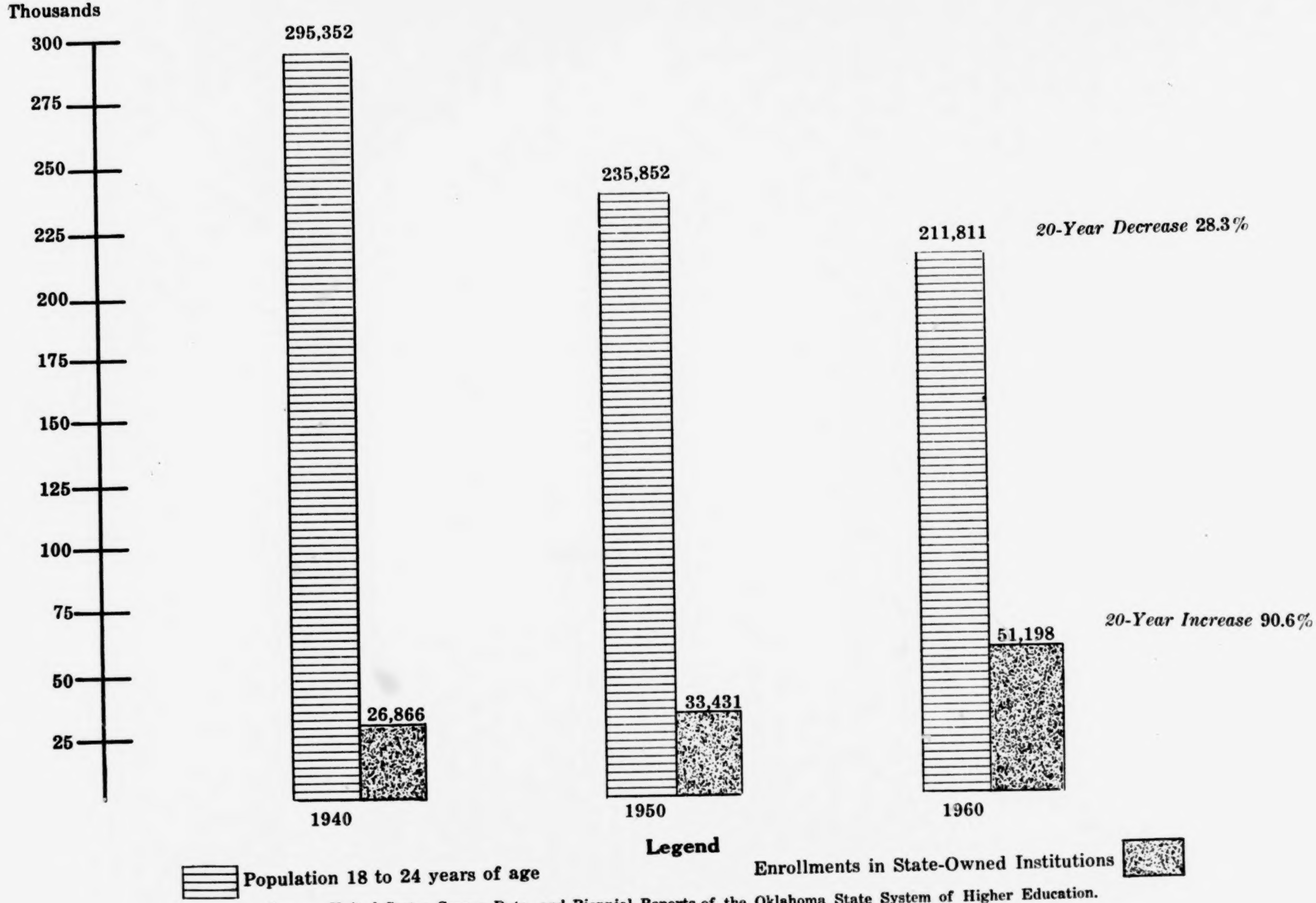
First-Time Freshman.—A first-time freshman is a student who has not previously been enrolled on the main or a branch campus of any institution of higher education.

Dropout.—For the purposes of this report, a dropout is a student enrolled on the campus of an Oklahoma institution of higher education in the fall or 1961, and who failed to reenroll in the same institution the following semester, excluding those who completed requirements for graduation.

Part II—The Setting For Higher Education Enrollments

In the academic year 1940-41, just before World War II interrupted the college-going patterns of American youth, some 26,866 students were enrolled in the colleges and universities now comprising The Oklahoma State

Figure 1—Oklahoma College-Age Population and Enrollment in State-Owned Institutions, 1940 to 1960



Source: United States Census Data, and Biennial Reports of the Oklahoma State System of Higher Education.

Enrollments shown are totals for the first and second semesters, excluding duplicates.

System of Higher Education.[5] By 1960, the number of students in these institutions had risen to 51,198, a percentage increase of 90.6 per cent in the twenty-year period (Figure 1). This increase, though sizable, does not appear to be of unusual significance until it is examined in the light of Oklahoma population trends over the past two decennial census periods.

Because of a lag in births during the depression and the delay in starting new families brought about by World War II, Oklahoma has experienced a relative shortage of potential college students over the past two decades. Population statistics of the United States Bureau of the Census show that in 1940 Oklahoma had upwards of 300,000 in the population group between 18 and 24 years of age. By 1950, this figure had shrunk by nearly 60,000, and the 1960 census revealed another loss of almost 25,000. Thus, in just two decades, the population group which comprises more than three-fourths of all college students decreased by nearly 84,000, or more than 4,000 potential students per year for twenty years (Table 1). If the college-age group had kept pace with the total population during this time, more than 20,000 additional students would likely have been enrolled in institutions of the State System in 1960.

On the other hand, if the percentage of students going to college from high school had remained in 1960 what it was in 1940, there would have been fewer than 20,000 students enrolled in the State System in 1960, instead of the more than 50,000 who actually enrolled. Thus, it can be stated that more than 30,000 students who were enrolled in the State System in 1960 would not have been on the campuses had the proportion of college students to the college-age population been the same in 1960 as in 1940.

Oklahoma Population Trends by Age Group

Although the total population of Oklahoma has remained relatively static over the past two decades, there have been decided and significant shifts within and among age groups during the same period. The decline in the college-age population group (18 to 24) has already been pointed to as an example of this fact. Another shift of perhaps equal importance, however, has occurred in the category of citizens 55 years of age or older, which increased by more than 50 per cent in the twenty years between 1940 and 1960. During the same period, the adult population under 55 years of age was declining. Some of this de-

Table 1—Oklahoma Population by Age-Group, 1940 to 1960

Age-Group	1940	1950	% of Increase or (Decrease) 1950 over 1940	1960	% of Increase or (Decrease) 1960 over 1950	20 Year Increase or Decrease	
						No.	%
Total State	2,336,434	2,233,351	(4.4)	2,328,284	4.3	— 8.150	— 0.3
0 - 9	445,651	451,680	1.4	477,246	5.7	+ 31,595	+ 7.1
10 - 17	382,302	297,122	(22.3)	337,892	13.7	— 44,410	—11.6
18 - 24	295,352	235,873	(20.1)	211,811	(10.2)	— 83,541	—28.3
25 - 54	904,253	869,575	(3.8)	836,468	(3.8)	— 67,785	— 7.5
55 and Over	308,876	379,101	22.7	464,867	22.6	+155,991	+50.5
Median Age	26.2 Yrs.	28.9 Yrs		30.0 Yrs.			

Source: United States Department of Commerce, *United States Census of Population, 1960* PC(1) 38B Okla., p. 27, and *Sixteenth Census of the United States: 1940, Reports on Population: Oklahoma* p. 5.

---

[5] Note: Since comparable enrollment statistics for Oklahoma private and municipal colleges prior to 1957 are not available, analyses of enrollment trends prior to this date were necessarily limited to institutions in the State System.

cline can be traced to the gradual aging of a once-youthful population, but a sizable portion of it must also be attributed to out-migration on the part of those seeking better job opportunities elsewhere.

This increase in the number of senior citizens in Oklahoma is not of itself surprising or cause for alarm, but when this increase is contrasted with the decrease in the college-age population group and the decline in the number of adults under 55 years of age, the implications become more serious. At the same time that more Oklahoma senior citizens are reaching the age when they are no longer fully productive—many of whom are dependent upon the state for support—there are correspondingly fewer adults in the so-called "productive-age" years. If this exodus of younger citizens from Oklahoma to other states is not halted or brought into reasonable balance, additional burdens will of necessity fall upon those who choose to remain.

Geographic Distribution of Population in Oklahoma

Another factor which has influenced college enrollments in Oklahoma over the past two decades has been the shift in the composition of the population from rural to urban. Twenty years ago, in 1940, the state was primarily rural and agricultural in its makeup, with nearly two-thirds of its people on the farms and in the small villages. Today, however, the very opposite is true, with 63 per cent of the population now residing in the urban centers of the state.[6] Even though the state increased in population by nearly 100,000 people from 1950 to 1960, sixty-four of the seventy-seven counties lost population during the decade (Figure 2). No single section of the state escaped this out-migration of its people from the farms to the urban centers, but the southeastern counties were hardest hit, some of them losing nearly one-third of their population in just ten years.

With the coming of statehood, the decision was made to decentralize higher education in the State of Oklahoma. Regional schools and colleges were distributed generously throughout the state, so that there were few prospective college students in Oklahoma who did not have access to either a public or private institution in their own or an adjoining county. This policy of decentralization worked well as long as the great majority of the college-age population stayed on the farms and in the small towns of the state, but during the past two decades great numbers of these potential students have moved away from the local and regional colleges, causing many of them to suspend operations for lack of students. One example of this decline can be found in the gradual disappearance of the municipal junior college from the collegiate scene. In the academic year 1939-40, there were 19 of these institutions scattered about the state.[7] Now, only five remain, and two of these enroll fewer than 100 students.

This movement of potential students off the farms and into the cities shows little signs of diminishing; and since students tend to go to college close to home, those colleges which are located near urban areas can logically expect unusual growth in future years, while those institutions which are located in areas of declining population may in the future find it difficult to maintain present enrollment levels.

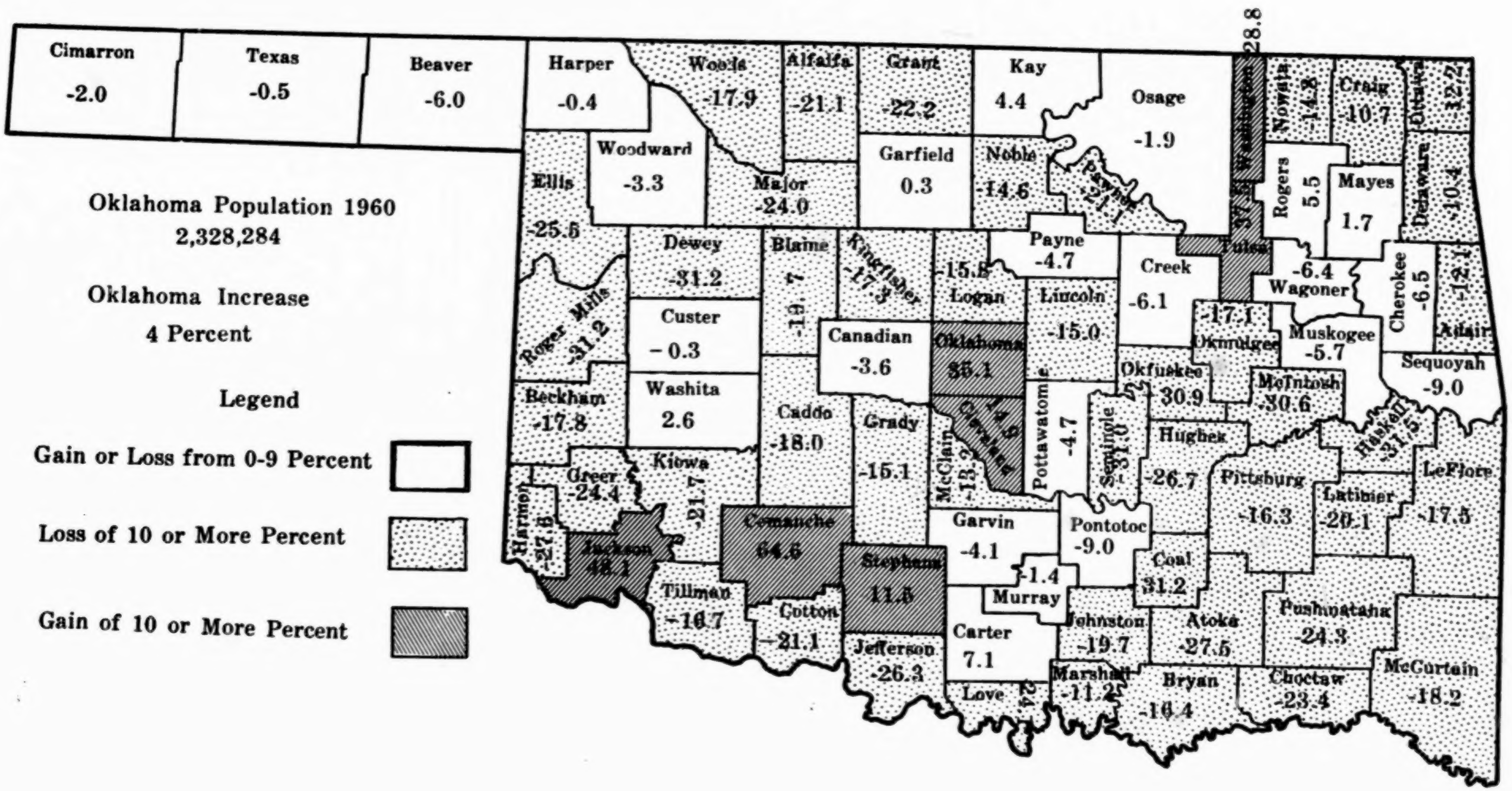
Even now, a few institutions located near some of the state's larger urban centers are operating at-or-near full student capacity. It is reasonable to assume that the heaviest student pressures in the years to come will be concentrated on these same institutions—precisely the ones which are already the most crowded. It is conceivable that, within the near future, half of Oklahoma's colleges will be operating at more than 100 per cent of normal capacity, while the other half may be utilized at less than capacity. Such a possibility poses a problem of serious proportions for those who have the responsibility for planning in the areas of admission, retention, and transfer of students, particularly in the public sector of Oklahoma higher education.

---

[6] United States Department of Commerce, Bureau of the Census, *United States Census of the Population: 1960, Oklahoma: General Population Characteristics,* (Washington, D. C., 1961.)

[7] Oklahoma State Regents for Higher Education, *A System of Higher Education for Oklahoma,* (Oklahoma City, 1942), p. 68.

Figure 2—Percent of Change in Oklahoma Population, by Counties: 1950 to 1960


Cimarron
-2.0
Texas
-0.5
Beaver
-6.0
Harper
-0.4
Woods
-17.9
Alfalfa
-21.1
Grant
-22.2
Kay
4.4
Osage
-1.9
Washington
28.8
Nowata
-14.8
Craig
-10.7
Ottawa
-12.2
Woodward
-3.3
Major
-24.0
Garfield
0.3
Noble
-14.6
Pawnee
-21.1
Rogers
5.5
Mayes
1.7
Delaware
-10.4
Ellis
-25.6
Dewey
-31.2
Blaine
-19.7
Kingfisher
-17.3
Logan
-15.8
Payne
-4.7
Creek
-6.1
Tulsa
37.5
Wagoner
-6.4
Cherokee
-6.5
Adair
-12.1
Roger Mills
-31.2
Custer
- 0.3
Canadian
-3.6
Oklahoma
35.1
Lincoln
-15.0
Okmulgee
-17.1
Muskogee
-5.7
Sequoyah
-9.0
Beckham
-17.8
Washita
2.6
Caddo
-18.0
Grady
-15.1
McClain
-13.2
Cleveland
44.9
Pottawatomie
-4.7
Seminole
-31.0
Okfuskee
-30.9
McIntosh
-30.6
Haskell
-31.5
Hughes
-26.7
Pittsburg
-16.3
Latimer
-20.1
LeFlore
-17.5
Harmon
-27.8
Greer
-24.4
Kiowa
-21.7
Jackson
48.1
Comanche
64.6
Stephens
11.5
Garvin
-4.1
Pontotoc
-9.0
Coal
-31.2
Murray
-1.4
Tillman
-16.7
Cotton
-21.1
Jefferson
-26.3
Carter
7.1
Johnston
-19.7
Atoka
-27.5
Pushmataha
-24.3
Love
24.1
Marshall
-11.2
Bryan
-16.4
Choctaw
-23.4
McCurtain
-18.2
Oklahoma Population 1960
2,328,284
Oklahoma Increase
4 Percent
Legend
Gain or Loss from 0-9 Percent
Loss of 10 or More Percent
Gain of 10 or More Percent

Economic Trends

The evolution of a state from rural to urban in character may be read quite as clearly from its changing economic structure as from the movement of its people off the farms into the cities. The shifts which have occurred in the makeup of Oklahoma's occupational force over a twenty-year span dramatically illustrate this point. In 1940, for example, farmers and farm managers comprised more than 20 per cent of the state's working force, while farm laborers and foremen accounted for another 10 per cent. By 1960, however, these two categories combined accounted for less than one out of ten gainfully employed persons in the state. (Figure 3.) Clerical and sales workers now more than double the number of people employed on the farms, and several other occupational categories are now more important than farming in the number of jobs furnished to Oklahoma workers.

It is interesting to note, though not particularly encouraging, that a majority of the people moving off the farms and out of the small rural towns have moved into a half-dozen cities in which the Federal government maintains large military establishments or which contain industries directly related to the national defense effort. Had it not been for the presence of these installations within the state, it is doubtful whether Oklahoma could have provided jobs for the thousands of displaced workers who formerly depended upon agriculture for their livelihood. There is no guarantee, of course, that the national government will continue to furnish employment within the state at the same levels of the past few years, in which event those who are now in government-related jobs could well be forced to look outside Oklahoma in order to find comparable positions.

This problem poses a very practical challenge for Oklahoma higher education. If the state is to replace the jobs which agriculture formerly supplied to the economy and extend the range of future employment opportunities for its citizens, it must broaden its economic base—which means that it must develop and maintain the kind of soil in which modern industrial and commercial enterprises can flourish. It is becoming increasingly more clear that complex industrial organizations cannot long thrive unless they have convenient access to many of the facilities and services which are available at present only through institutions of higher education. These services include a ready supply of highly trained personnel with advanced and graduate degrees; the availability of research personnel and facilities capable of solving problems of great complexity — which means modern electronic data-processing and problem solving equipment; and a labor pool which contains a number of people with semi-professional skills and technical knowledge. The absence of these facilities and services from a state or a region virtually guarantees that little industrialization of consequence will occur in the vicinity.

Some Regional and National Comparisons

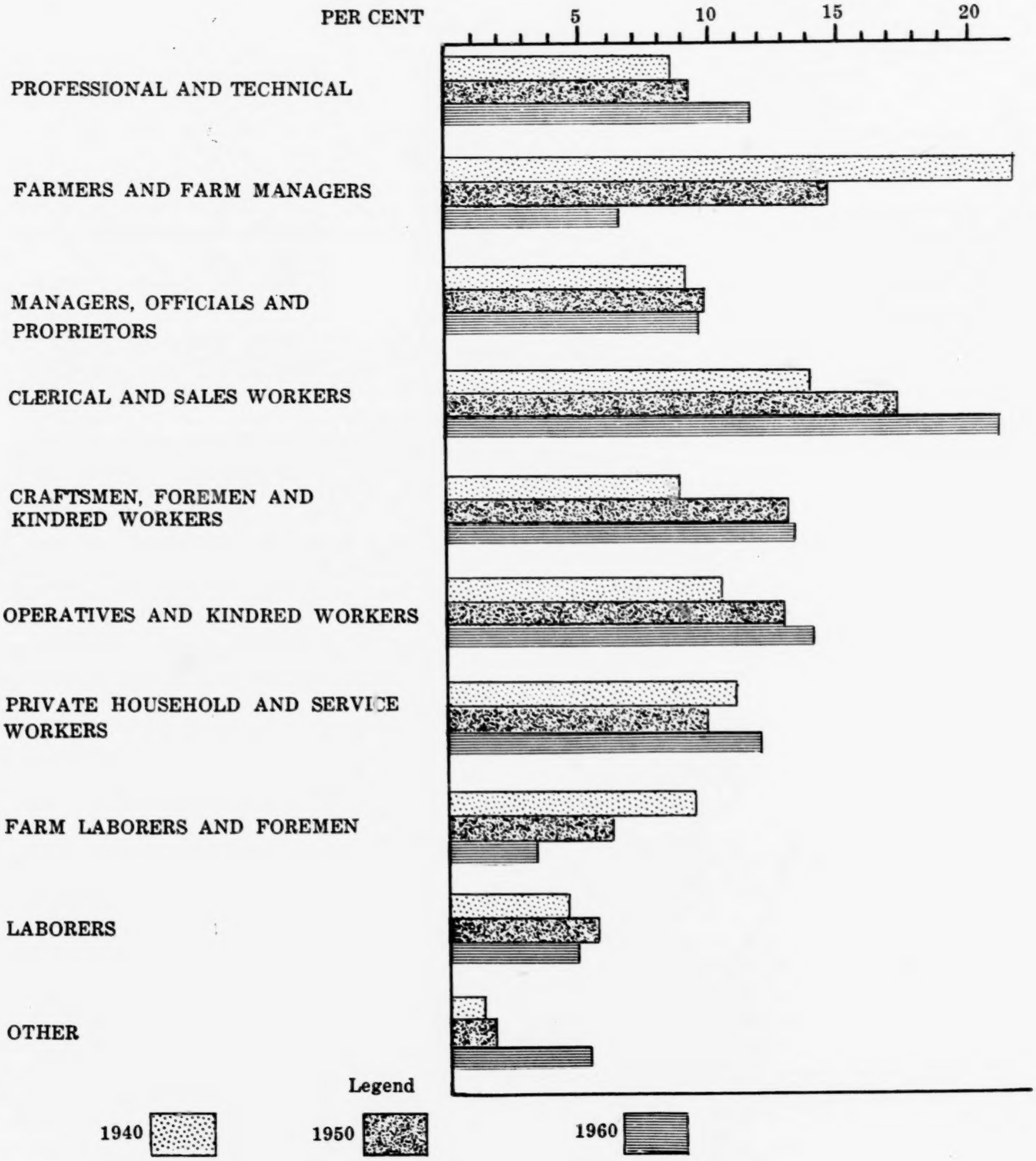
Even before universal secondary education became a reality in Oklahoma, universal higher education was available through a rather well diversified system of colleges and universities. Prior to 1907, the year that Oklahoma became a state, a dozen public and private institutions offering some education beyond the high school were already functioning in what were then Oklahoma and Indian Territories. By 1911, four years after statehood, 19 public and 6 private institutions were in operation.[8]

Considering these early efforts by Oklahoma's founding fathers to provide universal opportunity for education beyond the high school, it is not surprising that Oklahoma has consistently been among the nation's leading states in the percentage of its college-age population in school. Comparative statistics over the past two decades reveal that Oklahoma has been well above both the regional and national averages in this regard. In 1940, for instance, 17.4 per cent of the state's young people between 18 and 24 were in school, compared to the national average of 13.3 per cent. Only Kansas among a ten-state regional group of states had a greater percentage of its youth in school in that year (Table 2). In 1950 and

---

[8] *Ibid.*, pp. 54-72.

Figure 3—Oklahoma Occupation Group of Employed Persons: 1940 to 1960



Source: United States Department of Commerce, *United States Census of Population: 1960, Oklahoma: General Social and Economic Characteristics*, Washington, D. C., Page 157.

Table 2—Percent of the Population 18 to 24 Years of Age Enrolled in School for Oklahoma and Selected Other States, 1940 to 1960 [a]

	1940				1950				1960			
	Population 18 to 24	In School		Rank	Population 18 to 24	In School		Rank	Population 18 to 24	In School		Rank
		Number	%			Number	%			Number	%	
United States	16,606,669	2,210,322	13.3	—	15,784,420	2,881,445	18.3	—	15,473,204	3,570,336	23.1	—
Arizona	63,416	9,161	14.4	5	79,555	15,520	19.5	4	123,135	30,131	24.5	7
Arkansas	253,376	29,898	11.8	10	192,625	31,285	16.2	9	150,495	37,697	25.0	6
Colorado	136,855	22,308	16.3	3	143,105	32,600	22.8	1	161,844	44,759	27.7	1
Iowa	304,746	39,672	13.0	7	263,225	50,775	19.3	5	227,353	58,722	25.8	4
Kansas	212,431	39,527	18.6	1	195,500	40,020	20.5	3	189,214	48,722	25.7	5
Missouri	439,243	52,363	11.9	9	386,240	68,280	17.7	7	366,708	77,763	21.2	10
New Mexico	68,176	9,816	14.4	5	80,115	12,995	16.2	8	95,891	20,847	21.7	9
Nebraska	156,881	23,158	14.8	4	137,720	24,975	18.1	6	118,013	30,556	25.9	3
Oklahoma	*295,325*	*51,341*	*17.4*	*2*	*235,355*	*51,855*	*22.0*	*2*	*211,811*	*57,128*	*27.0*	*2*
Texas	824,318	101,254	12.3	8	880,025	138,330	15.7	10	905,012	203,355	22.5	8

[a] Excludes students enrolled in vocational, trade, or business schools; those taking on-the-job training; and those enrolled in correspondence courses. Includes enrollments in both secondary schools and higher education.

Source: United States Department of Commerce, *United States Census of Population: 1960, Final Report* PC(1)—*General Social and Economic Characteristics*, United States Bureau of the Census, Washington, D. C., Table 45.

again in 1960, Oklahoma still ranked second among this group of states in the percentage of its college-age young people in school, although Colorado displaced Kansas as the leading state in the region. Oklahoma has consistently been about 4 per cent above the national average in this category over the past twenty years.

Family Income

Whether or not a student goes to college is closely related to his parents' ability to underwrite the great majority of his educational expenses. In general, it may be said that "the greater the income level of the parents, the greater will be the expenditure for educational purposes, both absolutely and relatively."[9] A family with a $10,000 annual income will not only spend *more* on education than will a family with a $5,000 income, but it will also spend a *greater percentage* for this purpose than will the family with the lesser income. A national survey conducted by the Institute for Social Research at the University of Michigan revealed that parents with children in college averaged spending between $900 and $1,000 per child for educational purposes during the academic year 1959-60.[10] It can readily be seen that not many families with incomes below the national average ($5,660 in 1960) could afford an expenditure of this magnitude without unusual sacrifice.

Research also reveals that a student's persistence in college shows a high positive correlation with the income of the parents. Robert Iffert, in a study published by the United States Office of Education in 1958, stated that "The median family income of students who persisted to graduation [from 1950 to 1954], $5,947, was more than $1,000 above that of students who dropped out during or at the end of the first registration period. This is a statistically significant difference."[11]

During the decade from 1950 to 1960, Oklahoma's median family income rose from $2,981 to $4,620, an increase of 55 per cent over the ten-year period.[12] Over this same decade, enrollments in the state-owned colleges and universities increased 54.5 per cent, or at about the same rate as the increase in family income.

Oklahoma's family income, while it has been increasing at a rate faster than the national average over the past several years, is nevertheless well below the national median, which stood at $5,660 in 1960, a figure which was more than $1,000 greater than the comparable Oklahoma statistic. If family income is a valid criterion by which to judge a society's ability to pay for higher education, Oklahoma is doing much better than the national average in relation to its own ability to pay for the education of its young people. In spite of the great differential between the Oklahoma and national averages, Oklahoma had a greater percentage of its college-age population in school in 1960 than did the nation as a whole.

While the preceding statistics would seem to indicate that the state is doing well by its young people in providing the opportunity for education beyond the high school, the mere fact that a large percentage of a state's population is in school does not of itself give any immediate cause to boast. If there are limited employment opportunities in industry or few apprenticeship or vocational training opportunities available, young people may well resort to formal higher education as an alternative rather than a first choice. Neither does the provision of a high level of educational opportunity guarantee that a state will retain the young people that it has educated.

Even though the state has consistently ranked above national and regional averages in the proportion of its college-age population in school, it is still below both national and regional figures in the median years of education completed by its adult population (Table 3). In 1960, for example, the typical adult citizen in the United States had completed 10.6 years of education, compared with Oklahoma's figure of 10.4 years. It would appear that while Oklahoma is making a massive effort to advance formal education at all levels, it does not provide sufficient opportunities for its young people to apply the educational skills they have been taught, thereby forcing many of them to go outside the state to secure suitable employment. This then pulls down Oklahoma's median level of education and raises the level of the receiving state, which profits handsomely on Oklahoma's educational investment. The out-migration of a great percentage of its better trained people is of serious concern to Oklahoma, and therefore a challenge to Oklahoma higher education.

---

[9] Seymour E. Harris, *How Shall We Pay for Higher Education?* (Harper and Brothers, New York, 1948), p. 31.

[10] John B. Lansing, Thomas Lorimer, and Chikashi Moriguchi, *How People Pay for College* (Survey Research Center, Institute for Social Research, The University of Michigan, September, 1960), p. 24.

[11] *Retention and Withdrawal of College Students* (United States Department of Health, Education and Welfare, Office of Education, Washington, D. C., 1958), p. 62.

[12] U. S. Department of Commerce, Bureau of the Census, *United States Census of Population: 1960, Oklahoma, General Social and Economic Characteristics* (Washington, D. C., 1961), Table 66.

Enrollments in Public Versus Private Institutions

Nationally, about 60 per cent of the students in higher education are enrolled in publicly controlled colleges and universities, while in Oklahoma, about 80 per cent of the students are enrolled in institutions under public control. Comparatively, this is about 30 per cent more students in public colleges than the national average, and about 15 per cent more than the average of the states in the region of which Oklahoma is a part. (Table 4).

Because Oklahoma enrolls a greater proportion of its college students in public institutions than do most other states, it must make a proportionately greater effort through its public system in order to achieve the same level of educational output. In Iowa, for example, the students are divided almost evenly between the three state-supported institutions and the thirty-one private colleges and universities. This means that if Oklahoma is to provide educational opportunity for its young people comparable to that state's, it must make about a 60 per cent greater effort at the public level.

Table 3—Relationships Among Median Family Income, Percent of the College-Age Population in School and Median Years of Education Completed by Persons 25 Years of Age or Older in 10 Selected States: 1960

State	Median Family Income	Rank	Percent Population 18-24 Enrolled in School	Rank	Median Years of School Completed	Rank
United States Average	$5,660	—	23.1	—	10.6	—
Arizona	$5,568	2	24.5	7	11.3	4.5
Arkansas	3,184	10	25.0	6	8.9	10.0
Colorado	5,780	1	27.7	1	12.1	1.0
Iowa	5,070	6	25.8	4	11.3	4.5
Kansas	5,295	4	25.7	5	11.7	2.0
Missouri	5,127	5	21.2	10	9.6	9.0
Nebraska	4,860	8	25.9	3	11.6	3.0
New Mexico	5,371	3	21.7	9	11.2	6.0
OKLAHOMA	*4,620*	*9*	*27.0*	*2*	*10.4*	*7.5*
Texas	4,884	7	22.5	8	10.4	7.5

Source: United States Department of Commerce, Bureau of the Census, *U. S. Census of Population: 1960, General Social and Economic Characteristics* (for states shown above), Tables 47, 66, and 45.

A Look to the Future.—If future enrollments follow the same trends as those of the past five years, students enrolled in the public colleges and universities will comprise an increasingly greater percentage of the total collegiate enrollment. Although the private and municipal colleges are expected to increase their input of students in future years, they cannot be expected to increase at a rate comparable to the public institutions. Many of the private institutions feel that their best service to the nation can be rendered if their enrollments are limited to those of current levels, while others who would like to expand will find it difficult to do so because of the high costs involved. A recent study of higher education in New York evaluates the situation in the following manner:

> Many private colleges and universities will be unable to finance a rapid expansion at a time when faculty and other costs are rising sharply. Nearly all are operating at substantial deficits . . . and increased enrollments will result in even greater deficits and an even greater need for gifts. These gifts can be expanded but not rapidly enough to permit large increases in enrollments.[13]

By 1975, it is estimated that students enrolled in state-owned institutions will comprise about 85 out of every 100 students in Oklahoma colleges and universities. This increasing public-to-private ratio is not confined to Oklahoma, but is characteristic of higher education throughout the nation. Some states which are now accommodating less than half their college students in publicly supported colleges will be obliged to increase their outlay of public monies to take care of two-thirds to three-fourths of all future enrollments. Oklahoma is indeed fortunate in that its public system of higher education is more nearly prepared to accept this challenge of increased numbers than a great majority of its sister states.

---

[13] Board of Regents, State Education Department, *Meeting the Increasing Demand for Higher Education in New York State: A Report to the Governor and the Board of Regents* (Albany, New York, 1960), p. 6.

Table 4—Total Degree-Credit College Enrollment in Oklahoma and Selected Other States by Type of Institutional Control

Fall 1960[a]

State	Public Institutions[b]			Non-Public Institutions[c]		
	Number	Enrollment	% of Total	Number	Enrollment	% of Total
United States[d]	—	2,135,690	59.2	—	1,474,317	40.8
Arizona	5	33,640	98.0	2	704	2.0
Arkansas	8	17,913	71.5	11	7,127	28.5
Colorado	13	37,380	78.5	7	10,199	21.5
Iowa	18	28,600	49.8	31	28,776	50.2
Kansas	21	41,929	80.5	24	10,123	19.5
Missouri	14	37,522	45.7	45	44,633	54.3
Nebraska	10	24,009	71.9	12	9,375	28.1
New Mexico	7	16,567	94.7	2	922	5.3
OKLAHOMA	*24*	*45,089*	*78.3*	*9*	*12,495*	*21.7*
Texas	66	123,824	66.7	45	61,898	33.3
TOTAL 10 States	186	406,473	68.6	188	186,252	31.4

[a] Excluded are students taking correspondence courses; those in adult-education or terminal-occupational programs; students enrolled for "short courses"; those enrolled for individual lessons only; and auditors.

[b] Public Institutions include those under the control of city, county, district, state, territorial, or national governments.

[c] Non-Public Institutions are those under private or church control.

[d] Includes the 50 states plus institutions located in Guam, the Canal Zone, and Puerto Rico.

Source: United States Department of Health, Education and Welfare, *Opening (Fall) Enrollment in Higher Education, 1960; Analytic Report,* United States Office of Education, Washington, D. C. 1961, p. 32.

Part III—Some Analyses Of Current College Enrollments

One of the most important outcomes of research is the development of a fund of reliable information on which the future can be predicated. Up to the present, such a fund of information about the characteristics of students in Oklahoma colleges and universities has not always been available to those responsible for planning policy in the areas of admission, retention, and transfer of students. In order that such background data might be made available for these purposes, the remainder of this and subsequent chapters of this report has been devoted almost entirely to a series of analyses relating to such subjects as the college-going rates of Oklahoma's young people, the geographic origins of students, the dropout and transfer rates in Oklahoma colleges, historical enrollment trends, and similar kinds of material concerning numbers of students and their characteristics.

College-Going Rates of High School Graduates

How many of Oklahoma's high school graduates go on to college? In the spring of 1961, 27,638 young people graduated from high school in Oklahoma, according to statistics compiled by the Finance Division of the State Department of Education. In the summer term of that year, some 1,112 first-time freshmen from Oklahoma enrolled in the 33 Oklahoma colleges and universities. In the fall term, an additional 12,650 graduates of Oklahoma high schools enrolled in these same institutions (Table 5). This was a combined number of first-time freshmen equal to 49.8 per cent of the spring high school graduates. This percentage does not include the graduates of Oklahoma high schools who went to out-of-state institutions in the summer and fall of 1961. If these students had been included, the ratio would probably have been in excess of 58 per cent of the high school graduates.[14]

It can be conservatively estimated that 60 per cent of these spring 1961 high school graduates have already or will eventually be enrolled in a college or a university. This rate of college enrollment by high school graduates is somewhat above that of the national average, which is estimated to be slightly under 50 per cent.

First-Time Freshmen in Oklahoma Colleges

In the fall of 1961, 33 Oklahoma institutions offering collegiate-level work enrolled 15,224 students who had not previously been in college. These first-time freshmen comprised about one-fourth of all students enrolled in Oklahoma higher education in that semester. The following statistical portrait will reveal something of the nature of these first-time students:

Of every 100 first-time freshmen in Oklahoma colleges in the fall of 1961,

83 were from Oklahoma; 16 from other states; 1 from a foreign country
62 were men; and 38 were women
39 were in universities; 41 in 4-year colleges; and 20 in 2-year colleges
81 were in state-owned colleges; 16 in privately controlled colleges; and 3 in municipal junior colleges

Enrollment by Sex.—One of the most striking differences between the state-owned and the privately controlled institutions was in the ratio of men to women in the respective types of control. Women accounted for only *37* out of every *100* freshmen in the public colleges, while *45* of every *100* in the private and municipal institutions were women. It will be noticed in Table 5 that three of the church-related institutions—Bethany Nazarene College, Oklahoma Baptist University, and Phillips University—enrolled more women

---

[14] In 1958, the first-time freshmen from Oklahoma going to out-of-state colleges amounted to 11.6 per cent of the total first-time freshmen from Oklahoma in college, according to a national survey (The American Association of Collegiate Registrars and Admissions Officers, *The Home State and Migration of American College Students: Fall 1958* (March 1959), pp. 42-43.)

Table 5—Geographic Origin of First-Time Freshmen Students Enrolled in Oklahoma Colleges, by Institution and by Type of Control

Fall 1961 [a]

Institution	From Oklahoma			From States and Territories			From Foreign Countries			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
State:												
OU	1,155	780	1,935	455	313	768	25	3	28	1,635	1,096	2,731
OSU	1,358	847	2,205	157	72	229	19	2	21	1,534	921	2,455
CSC	926	442	1,368	14	6	20	8	—	8	948	448	1,396
ECSC	207	156	363	15	13	28	5	2	7	227	171	398
NESC	418	292	710	24	15	39	2	—	2	444	307	751
NWSC	182	103	285	52	19	71	1	—	1	235	122	357
SESC	179	132	311	18	10	28	1	1	2	198	143	341
SWSC	319	201	520	130	9	139	1	—	1	450	210	660
OCW	—	173	173	—	39	39	—	6	6	—	218	218
PAMC	213	126	339	59	18	77	—	—	—	272	144	416
LU	90	104	194	8	10	18	—	—	—	98	114	212
Cameron	354	184	538	28	8	36	4	4	8	386	196	582
Connors	128	64	192	4	—	4	—	—	—	132	64	196
Eastern	231	108	339	16	1	17	16	—	16	263	109	372
Murray	167	32	199	16	—	16	—	—	—	183	32	215
NEOAMC	352	131	483	87	22	109	20	1	21	459	154	613
NOJC	198	87	285	8	3	11	1	—	1	207	90	297
OMA	83	6	89	19	2	21	1	—	1	103	8	111
Total State	6,560	3,968	10,528	1,110	560	1,670	104	19	123	7,774	4,547	12,321
Private:												
Tulsa	373	186	559	41	71	112	15	—	15	429	257	686
Ben Hts	2	4	6	1	1	2	—	—	—	3	5	8
Bethany	35	50	85	87	129	216	—	2	2	122	181	303
OBU	83	147	230	38	67	105	3	—	3	124	214	338
OCC	66	55	121	20	24	44	—	—	—	86	79	165
OCU	220	146	366	39	29	68	5	1	6	264	176	440
Phillips	76	71	147	44	71	115	2	1	3	122	143	265
Bacone	84	36	120	24	14	38	—	—	—	108	50	158
St Greg	31	—	31	25	—	25	4	—	4	60	—	60
Total Private	970	695	1,665	319	406	725	29	4	33	1,318	1,105	2,423
Municipal:												
Altus	89	50	139	7	1	8	—	—	—	96	51	147
El Reno	33	34	67	—	—	—	—	—	—	33	34	67
Muskogee	41	20	61	1	4	5	—	—	—	42	24	66
Poteau	38	27	65	1	7	8	—	—	—	39	34	73
Sayre	58	32	90	2	—	2	—	—	—	60	32	92
Seminole	13	22	35	—	—	—	—	—	—	13	22	35
Total Municipal	272	185	457	11	12	23	—	—	—	283	197	480
Grand Total[b]	7,802	4,848	12,650	1,440	978	2,418	133	23	156	9,375	5,849	15,224

[a] Includes students who were enrolled in college for the first time in the fall of 1961. Excludes students enrolled the previous summer session.

[b] This total does not include 440 Oklahoma high-school graduates who enrolled as first-time students in the Oklahoma State University School of Technical Training at Okmulgee.

Source: (Self-Study) Student Enrollment Questionnaire, Form 3-B.

than men at the freshman level. This was in marked contrast to the state-owned four-year colleges, none of which enrolled more women than men, with the exception of the Oklahoma College for Women.

State and Country of Origin.—Another major difference between the private and state-supported institutions was the variance in the proportion of resident students to out-of-state students. In the state-owned colleges, 85 per cent of the first-time freshmen were from Oklahoma, while only 73 per cent of those in the private and municipal institutions listed Oklahoma as their place of residence. In one of the private institutions, more than 70 per cent of the first-time freshmen originated from other states. One of the reasons why the private institutions were and are so much more attractive to out-of-state students than the public colleges lies in the fact that many of the private colleges are church related, and they serve the regional needs of their respective religious denominations for the training of ministerial students and also others preparing for church-related vocations.

Only a half-dozen state-owned institutions drew a significant proportion of their freshmen from states other than Oklahoma in the fall of 1961, and of those colleges, three—Panhandle A & M College at Goodwell, Northwestern State College at Alva, and Northeastern Oklahoma A & M College at Miami—are located within a few miles of state borders (Table 6). The institution which attracted the greatest number of out-of-state freshmen was the University of Oklahoma, which enrolled 768. This was more out-of-state freshmen than those enrolled in all the other institutions in the State System combined, with the exception of Oklahoma State University. However, the percentage of these students enrolled at the University of Oklahoma, 29.1 per cent, was still less than the percentage of non-resident freshmen enrolled in the privately controlled university and four-year colleges as a group, which enrolled 30 per cent from other states and territories.

The incidence of foreign students at the freshman level was proportionately the same in both the public and private institutions, accounting for only 1 per cent of the total in each instance. (A listing of the foreign countries from which first-time freshmen originated may be found in Appendix C.)

County of Origin.—Oklahoma colleges and universities in the fall of 1961 enrolled 12,650 first-time freshmen from Oklahoma high schools, a number of first-time freshmen equal to 45.8 per cent of the spring 1961 Oklahoma high school graduates. In the process of computing the state-wide ratios, individual statistics for each county in Oklahoma were compiled indicating the ratio of first-time freshmen from each county to the spring high school graduates from that county. This county-by-county analysis revealed that young people who lived in the central and western parts of the state had much better statistical chances of going to college than did their counterparts in eastern Oklahoma (Figure 4). About two-thirds of the counties in western and central Oklahoma were above the state ratio of 45.8 per cent, while only about one-fifth of those in the eastern section were above the state figure.

Eight counties sent a number of freshmen to college equal to more than 60 per cent of their graduating high school seniors, seven of them in central and western Oklahoma; and 12 counties, 10 of them in the eastern part of the state, enrolled a number equal to less than 30 per cent of the spring graduates.

Whether or not the counties were predominantly rural or urban seemed to have less effect on their college-going rates in 1961 than their geographic location within the state. For instance, Tulsa and Washington counties were quite as urban in their composition in 1961 as were Oklahoma and Comanche counties, yet the former counties enrolled a number of first-time freshmen in Oklahoma colleges equal to less than 40 per cent of their spring high school graduates, while the latter two sent a number to Oklahoma institutions equal to more than 60 per cent of their graduates. Of course, it is possible that the percentage of students going to out-of-state colleges and universities from Tulsa and Washington counties was higher than the average, in which case their percentage would more nearly have approximated the state figure.

There is no single, clear-cut explanation as to why more than half the high school graduates from one county go to college, while little more than a fourth or a third of those from an adjoining county take advantage of the opportunity. Of course, a student's proximity to a college has much to do with whether he attends or not, but the proximity factor will not explain why the students in some counties without a college go at higher rates than those in other counties with colleges. Several counties in which colleges are located—Cherokee, Johnston, Tulsa, Bryan, Pottawatomie, and Seminole—had college-going rates in 1961 below the state average, while more than two dozen counties in which no institution is located exceeded the state figure.

Table 6—Geographic Origin of Total First-Time Freshmen Students in Oklahoma State-Owned Institutions, by Institution and by Type
Fall 1961 [a]

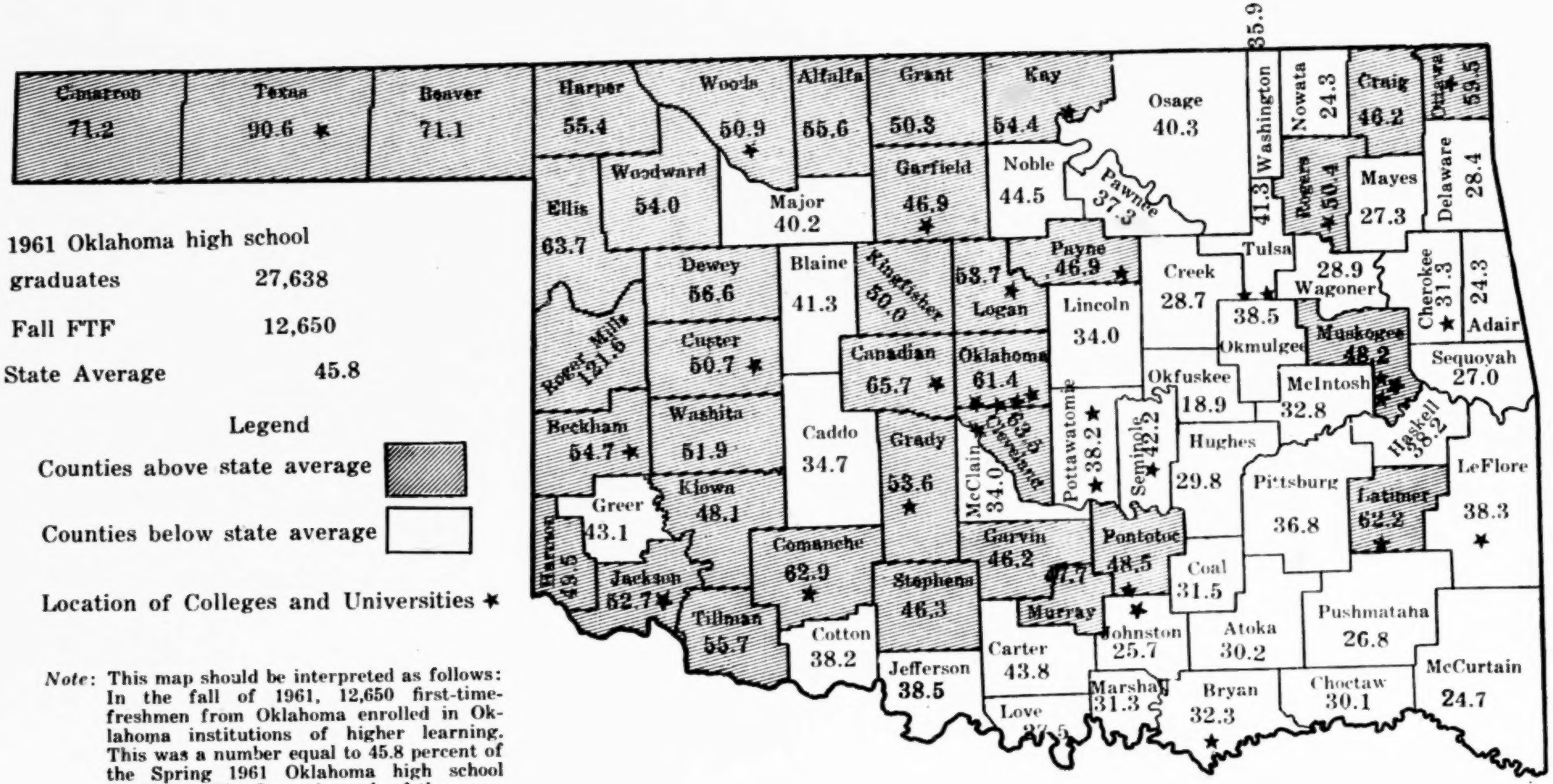
Institution	Total	From Oklahoma		From States and Territories		From Foreign Countries	
		No.	%	No.	%	No.	%
Universities:							
OU	2,731	1,935	70.9	768	28.1	28	1.0
OSU	2,455	2,205	89.8	229	9.3	21	0.9
Total Universities	5,186	4,140	79.8	997	19.2	49	1.0
Four-Year Colleges:							
CSC	1,396	1,368	98.0	20	1.4	8	0.6
ECSC	398	363	91.2	28	7.0	7	1.8
NESC	751	710	94.5	39	5.2	2	0.3
NWSC	357	285	79.8	71	19.9	1	0.3
SESC	341	311	91.2	28	8.2	2	0.6
SWSC	660	520	78.8	139	21.0	1	0.2
OCW	218	173	79.4	39	17.9	6	2.7
PAMC	416	339	81.5	77	18.5	—	—
LU	212	194	91.5	18	8.5	—	—
Total Four-Year Colleges	4,749	4,263	89.8	459	9.6	27	0.6
Two-Year Colleges:							
Cameron	582	538	92.4	36	6.2	8	1.4
Connors	196	192	97.9	4	2.1	—	—
Eastern	372	339	91.1	17	4.6	16	4.3
Murray	215	199	92.5	16	7.5	—	—
NEOAMC	613	483	78.8	109	17.8	21	3.4
NOJC	297	285	96.0	11	3.7	1	0.3
OMA	111	89	80.2	21	18.9	1	0.9
Total Two-Year Colleges	2,386	2,125	89.0	214	9.0	47	2.0
OSU School of Technical Training, Okmulgee[b]	517	440	85.1	77	14.9	—	—
Grand Total	12,838	10,968	85.4	1,747	13.6	123	1.0

[a] Includes both degree-credit and terminal-program students; those students enrolled on both main and branch campuses; and those attending extension centers.

[b] Okmulgee figure includes only high school graduates.

Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

Figure 4—First-Time Oklahoma Freshmen Enrolled in 33 Oklahoma Colleges, Fall 1961, as a Ratio of Spring 1961 Oklahoma High School Graduates, by County


Cimarron 71.2
Texas 90.6 ★
Beaver 71.1
Harper 55.4
Woods 50.9 ★
Alfalfa 55.6
Grant 50.8
Kay 54.4 ★
Osage 40.3
Washington 41.3
35.9
Nowata 24.3
Craig 46.2
Ottawa ★ 59.5
Ellis 63.7
Woodward 54.0
Major 40.2
Garfield 46.9 ★
Noble 44.5
Pawnee 37.3
Rogers ★ 50.4
Mayes 27.3
Delaware 28.4
Roger Mills 121.6
Dewey 56.6
Blaine 41.3
Kingfisher 50.0
58.7 ★ Logan
Payne 46.9 ★
Creek 28.7
Tulsa
28.9 Wagoner
Cherokee 31.3 ★
24.3 Adair
Custer 50.7 ★
Canadian 65.7 ★
Oklahoma 61.4
Lincoln 34.0
38.5 Okmulgee
Muskogee 48.2
Sequoyah 27.0
Beckham 54.7 ★
Washita 51.9
Caddo 34.7
Grady 53.6 ★
McClain 34.0
63.5 Cleveland
Pottawatomie 38.2 ★
Seminole 42.2 ★
Okfuskee 18.9
McIntosh 32.8
Haskell 38.2
Hughes 29.8
Pittsburg 36.8
LeFlore 38.3 ★
Latimer 62.2 ★
Greer 43.1
Kiowa 48.1
Harmon 49.5
Jackson 62.7 ★
Comanche 62.9 ★
Garvin 46.2
47.7
Murray
Pontotoc 48.5 ★
Coal 31.5
Tillman 55.7
Cotton 38.2
Stephens 46.3
Jefferson 38.5
Carter 43.8
Love 27.5
Johnston 25.7
Marshall 31.3
Atoka 30.2
Bryan 32.3 ★
Pushmataha 26.8
Choctaw 30.1
McCurtain 24.7

1961 Oklahoma high school graduates 27,638

Fall FTF 12,650

State Average 45.8

Legend

Counties above state average ▨

Counties below state average ☐

Location of Colleges and Universities ★

Note: This map should be interpreted as follows: In the fall of 1961, 12,650 first-time-freshmen from Oklahoma enrolled in Oklahoma institutions of higher learning. This was a number equal to 45.8 percent of the Spring 1961 Oklahoma high school graduates. The figure in each of the counties is the ratio of that county's first-time-freshmen enrolled in Oklahoma colleges to that county's high school graduates.

And the fact that a county has a high level of income does not always guarantee that the college-going rates of its young people will be higher than those in counties in which the income level is far lower. For example, the per capita income level of Oklahoma County in 1960 was nearly two and one-half times greater than that of Latimer County, yet the college-going rates of the two counties were almost identical, with more than 60 per cent of the high school graduates from both counties in college in the fall of 1961. However, the combined college-going rates of the top 10 counties in per capita income were well above those of the lowest 10.

Enrollment by Institutional Type and Control.—The two state-supported universities in Oklahoma enrolled 4,140 first-time freshmen from Oklahoma in the fall semester of 1961, which was a number equal to approximately 15 per cent of the Oklahoma spring high school graduates of that year. The universities attracted almost twice as many freshmen students as did the state-owned two-year colleges, although they enrolled a somewhat fewer number than were in the state-supported four-year colleges (Figures 5, 6, 7).

Figure 5 indicates that the two state universities in Oklahoma exerted their greatest influence over a geographic area made up of some 19 counties in central and north-central Oklahoma. The state-supported four-year colleges did not affect nearly so large a geographic area, since the majority of their freshmen students originated from the three to four counties within commuting distance of their respective institutional locations. The state-owned two-year colleges drew the bulk of their students from a smaller attendance area than either the universities or the four-year colleges, attracting the majority of their students from their home and adjoining counties.

The private institutions differed from the public colleges in that they drew a much larger proportion of their students from the county in which the institution was located, while at the same time attracting a great number of students from outside the state (Figure 8). The municipal junior colleges did not enroll an appreciable number of freshmen students from outside their immediate geographic locations.

It can be stated as a general rule for Oklahoma higher education that universities as a type of institution draw their freshmen students from a wider geographic area than do four-year institutions, and that four-year institutions likewise have a wider geographic representation in their student bodies than do the two-year colleges (Table 7). As a type, the two-year colleges enroll almost 90 per cent of their freshmen from Oklahoma, which is 10 per cent more native Oklahomans than the universities enroll. The four-year colleges as a type recruited 83.2 per cent of their freshmen in the fall of 1961 from within Oklahoma.

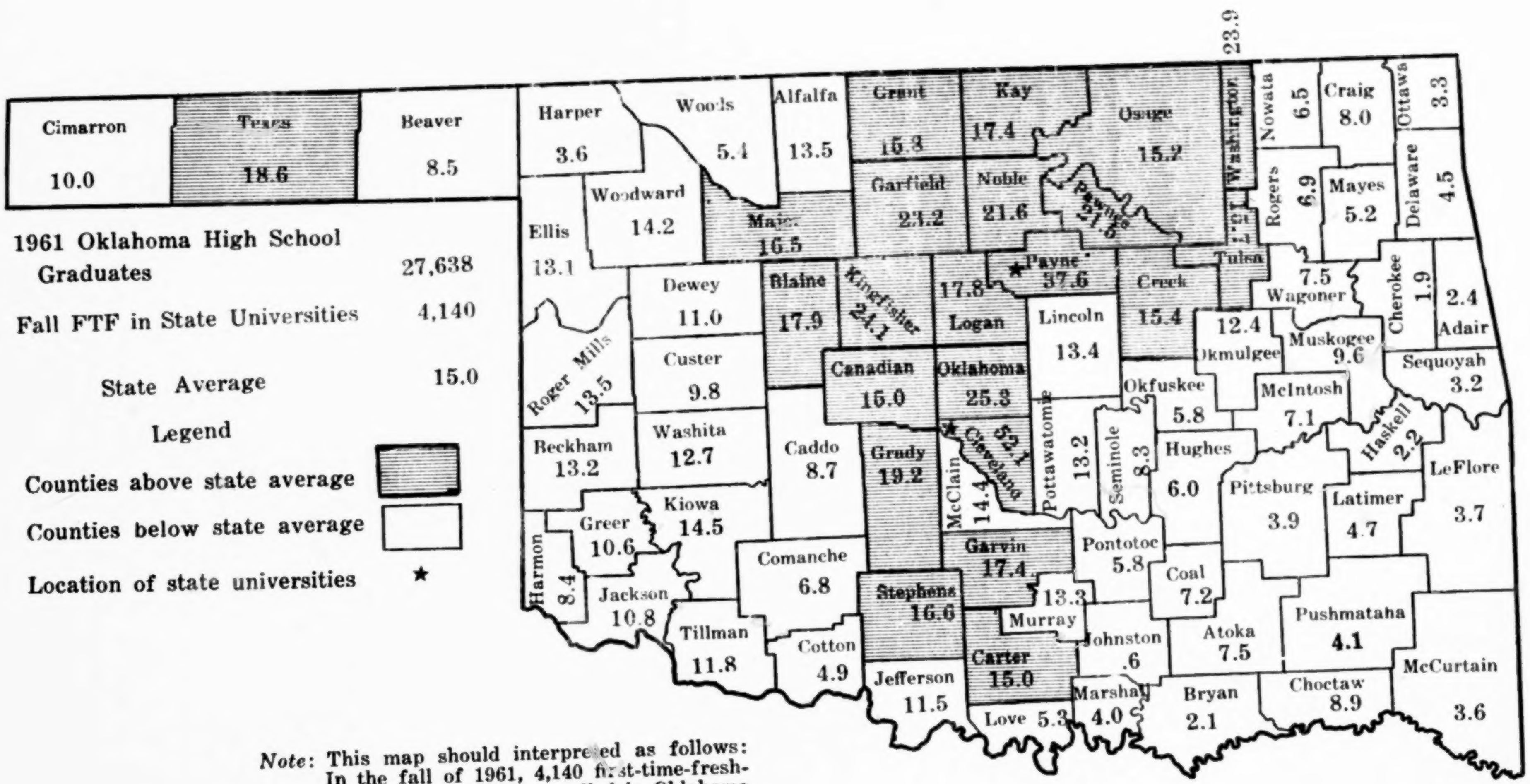
Total Enrollment

In order that some idea might be gained as to the characteristics of students at the freshman level versus those qualities exhibited by student bodies in general, some parallel analyses of total enrollments and first-time freshmen were made. These separate analyses revealed that while there were substantial differences between freshmen students and total enrollments with regard to such characteristics as sex, marital status, and incidence of dropout, these two groups also shared a number of similar traits, one of which is described below.

Geographic Origins.—The geographic origin of the total enrollment in Oklahoma higher education in the fall of 1961 did not differ substantially from the pattern set by the first-time freshman group, a pattern which has already been examined in some detail. Out of some 61,000 students who were enrolled in the fall semester, 85.1 per cent came from Oklahoma, 13.1 per cent from other states and territories, and 1.9 per cent from foreign countries (Table 8). The first-time freshman percentages for the same categories were 83.1, 15.9, and 1.0 respectively.

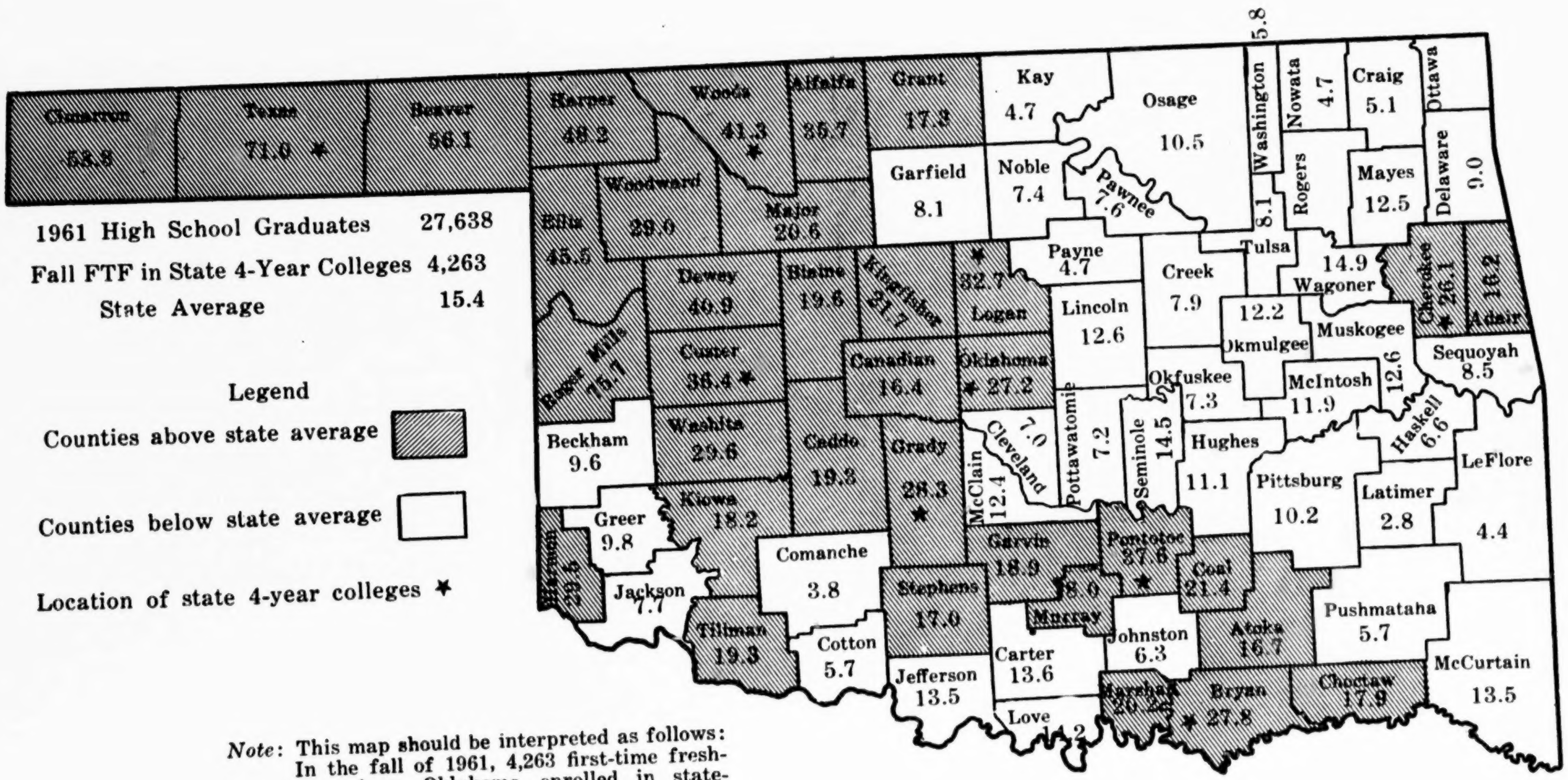
State of Origin.—The states of origin for the non-resident students represented in Oklahoma colleges in 1961 are listed in Figures 9 and 10. Texas contributed the greatest number of students (1,366) to the institutions

Figure 5—First-Time Oklahoma Freshmen Enrolled in State-Owned Universities, Fall 1961, as a Ratio of Spring 1961 Oklahoma High School Graduates by County


Cimarron 10.0
Texas 18.6
Beaver 8.5
Harper 3.6
Woods 5.4
Alfalfa 13.5
Grant 15.8
Kay 17.4
Osage 15.2
Washington 23.9
Nowata 6.5
Craig 8.0
Ottawa 3.3
Ellis 13.1
Woodward 14.2
Major 16.5
Garfield 23.2
Noble 21.6
Pawnee 21.6
Tulsa 15.7
Rogers 6.9
Mayes 5.2
Delaware 4.5
Roger Mills 13.5
Dewey 11.0
Blaine 17.9
Kingfisher 24.1
Logan 17.8
Payne 37.6
Creek 15.4
Wagoner 7.5
Cherokee 1.9
Adair 2.4
Custer 9.8
Canadian 15.0
Oklahoma 25.3
Lincoln 13.4
Okmulgee 12.4
Muskogee 9.6
Sequoyah 3.2
Beckham 13.2
Washita 12.7
Caddo 8.7
Grady 19.2
McClain 14.4
Cleveland 52.1
Pottawatomie 13.2
Seminole 8.3
Okfuskee 5.8
McIntosh 7.1
Haskell 2.2
LeFlore 3.7
Harmon 8.4
Greer 10.6
Kiowa 14.5
Jackson 10.8
Comanche 6.8
Garvin 17.4
Hughes 6.0
Pittsburg 3.9
Latimer 4.7
Tillman 11.8
Cotton 4.9
Stephens 16.6
Murray 13.3
Pontotoc 5.8
Coal 7.2
Johnston .6
Atoka 7.5
Pushmataha 4.1
McCurtain 3.6
Jefferson 11.5
Carter 15.0
Love 5.3
Marshall 4.0
Bryan 2.1
Choctaw 8.9
1961 Oklahoma High School Graduates 27,638
Fall FTF in State Universities 4,140
State Average 15.0
Legend
Counties above state average ▨
Counties below state average ☐
Location of state universities ★

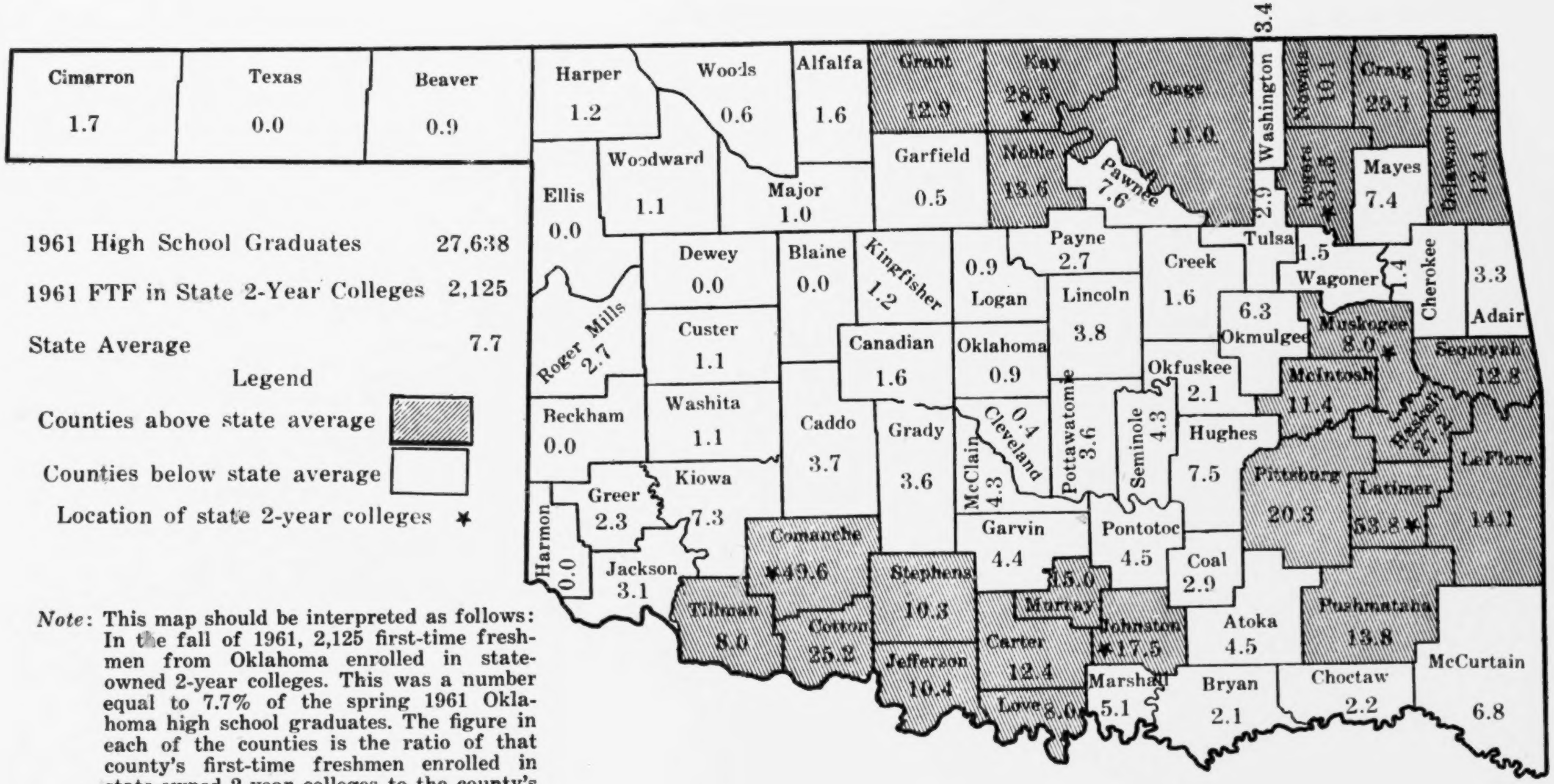
Note: This map should interpreted as follows: In the fall of 1961, 4,140 first-time-freshmen from Oklahoma enrolled in Oklahoma state-owned universities. This was a number equal to 15.0 percent of the Spring 1961 Oklahoma high school graduates. The figure in each of the counties is the ratio of that county's first-time-freshmen enrolled in Oklahoma state-owned universities to that county's high school graduates.

Figure 6—First-Time Oklahoma Freshmen Enrolled in State-Owned Four Year Colleges, Fall 1961 as a Ratio of Spring 1961 High School Graduates by County


1961 High School Graduates 27,638
Fall FTF in State 4-Year Colleges 4,263
State Average 15.4
Legend
Counties above state average ▨
Counties below state average ☐
Location of state 4-year colleges ★
Cimarron 58.8
Texas 71.0 ★
Beaver 56.1
Harper 48.2
Woods 41.3 ★
Alfalfa 35.7
Grant 17.3
Kay 4.7
Osage 10.5
Washington 5.8
Nowata 4.7
Craig 5.1
Ottawa
Delaware 9.0
Ellis 45.5
Woodward 29.0
Major 20.6
Garfield 8.1
Noble 7.4
Pawnee 7.6
Rogers 8.1
Mayes 12.5
Roger Mills 75.7
Dewey 40.9
Blaine 19.6
Kingfisher 21.7
★ 32.7 Logan
Payne 4.7
Creek 7.9
Tulsa
14.9 Wagoner
Cherokee ★ 26.1
16.2 Adair
Custer 36.4 ★
Canadian 16.4
Oklahoma ★ 27.2
Lincoln 12.6
12.2 Okmulgee
Muskogee 12.6
Sequoyah 8.5
Okfuskee 7.3
McIntosh 11.9
Beckham 9.6
Washita 29.6
Caddo 19.3
Grady 28.3 ★
McClain 12.4
7.0 Cleveland
Pottawatomie 7.2
Seminole 14.5
Hughes 11.1
Haskell 6.6
LeFlore 4.4
Greer 9.8
Kiowa 18.2
Pittsburg 10.2
Latimer 2.8
Harmon 29.5
Jackson 7.7
Comanche 3.8
Garvin 18.9
Pontotoc 37.6 ★
Coal 21.4
Stephens 17.0
38.0 Murray
Johnston 6.3
Atoka 16.7
Pushmataha 5.7
Tillman 19.3
Cotton 5.7
Jefferson 13.5
Carter 13.6
Love 14.2
Marshall 20.2
Bryan ★ 27.8
Choctaw 17.9
McCurtain 13.5

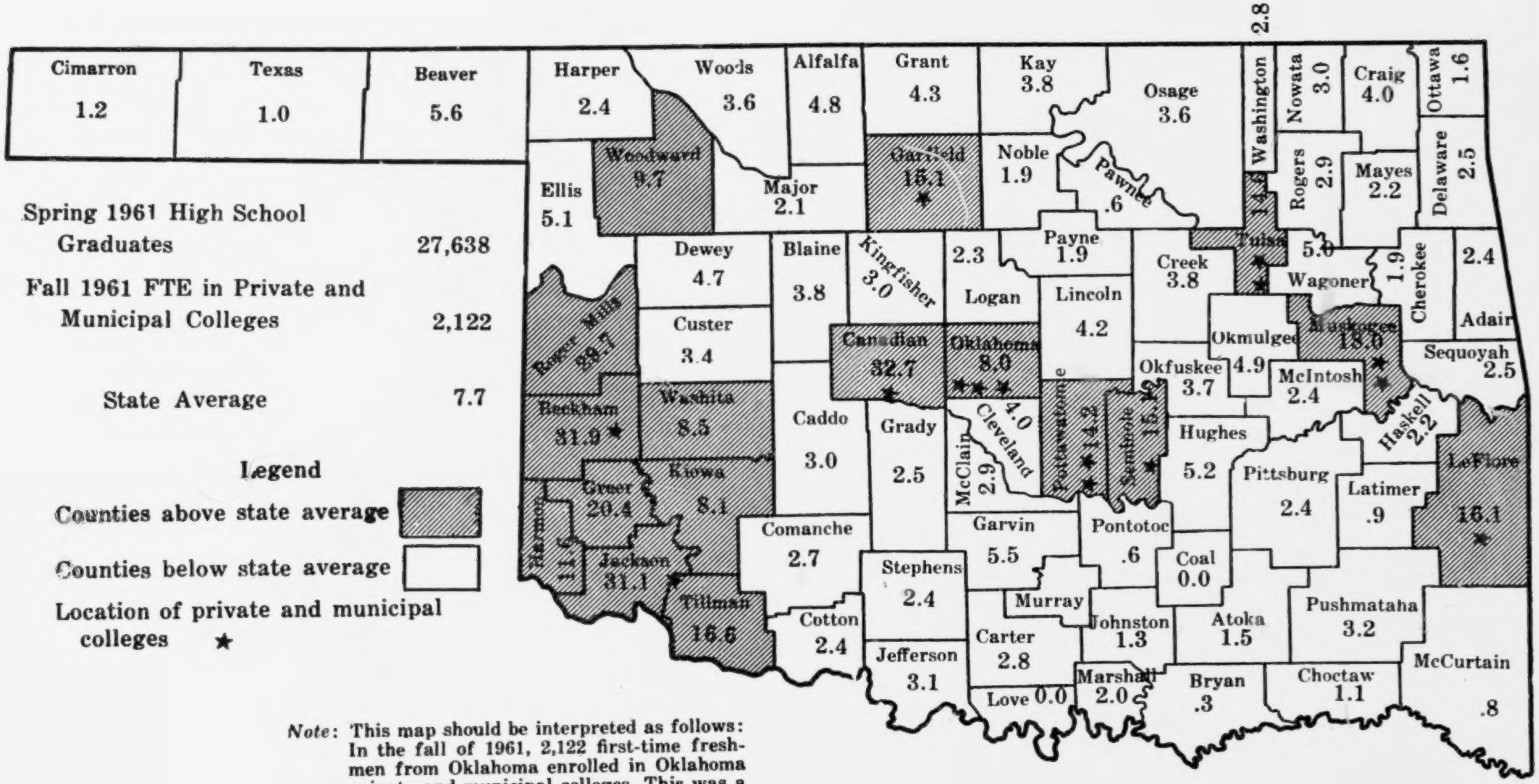
Note: This map should be interpreted as follows: In the fall of 1961, 4,263 first-time freshmen from Oklahoma enrolled in state-owned 4-year colleges. This was a number equal to 15.4 percent of the spring 1961 Oklahoma high school graduates. The figure in each of the counties is the ratio of that county's first-time freshmen enrolled in state-owned 4-year colleges to the county's high school graduates.

Figure 7—First-Time Freshmen Enrolled in State-Owned Two-Year Colleges, Fall 1961 as a Ratio of Spring 1961 Oklahoma High-School Graduates by County


Cimarron 1.7
Texas 0.0
Beaver 0.9
Harper 1.2
Woods 0.6
Alfalfa 1.6
Grant 12.9
Kay 28.5 ★
Osage 11.0
Washington 3.4
Nowata 10.1
Craig 29.1
Ottawa ★58.1
Ellis 0.0
Woodward 1.1
Major 1.0
Garfield 0.5
Noble 13.6
Pawnee 7.6
Tulsa 2.9
Rogers ★31.5
Mayes 7.4
Delaware 12.4
Roger Mills 2.7
Dewey 0.0
Blaine 0.0
Kingfisher 1.2
Logan 0.9
Payne 2.7
Creek 1.6
Wagoner 1.5
Cherokee 1.4
Adair 3.3
Custer 1.1
Canadian 1.6
Oklahoma 0.9
Lincoln 3.8
Okmulgee 6.3
Muskogee 8.0 ★
Sequoyah 12.8
Beckham 0.0
Washita 1.1
Caddo 3.7
Grady 3.6
McClain 4.3
Cleveland 0.4
Pottawatomie 3.6
Seminole 4.3
Okfuskee 2.1
McIntosh 11.4
Haskell 27.2
Hughes 7.5
Pittsburg 20.3
Latimer 53.8 ★
LeFlore 14.1
Harmon 0.0
Greer 2.3
Kiowa 7.3
Jackson 3.1
Comanche ★49.6
Tillman 8.0
Cotton 25.2
Stephens 10.3
Jefferson 10.4
Garvin 4.4
Murray 15.0
Carter 12.4
Love 8.0
Pontotoc 4.5
Coal 2.9
Johnston ★17.5
Marshall 5.1
Atoka 4.5
Bryan 2.1
Pushmataha 13.8
Choctaw 2.2
McCurtain 6.8
1961 High School Graduates 27,638
1961 FTF in State 2-Year Colleges 2,125
State Average 7.7
Legend
Counties above state average ▨
Counties below state average ☐
Location of state 2-year colleges ★

Note: This map should be interpreted as follows: In the fall of 1961, 2,125 first-time freshmen from Oklahoma enrolled in state-owned 2-year colleges. This was a number equal to 7.7% of the spring 1961 Oklahoma high school graduates. The figure in each of the counties is the ratio of that county's first-time freshmen enrolled in state-owned 2-year colleges to the county's high school graduates.

Figure 8—First-Time Oklahoma Freshmen Enrolled in Private and Municipal Colleges, Fall 1961 as a Ratio of Spring 1961 High School Graduates by County


Cimarron 1.2
Texas 1.0
Beaver 5.6
Harper 2.4
Woods 3.6
Alfalfa 4.8
Grant 4.3
Kay 3.8
Osage 3.6
Washington 2.8
Nowata 3.0
Craig 4.0
Ottawa 1.6
Ellis 5.1
Woodward 9.7
Major 2.1
Garfield 15.1
Noble 1.9
Pawnee .6
Tulsa 14.6
Rogers 2.9
Mayes 2.2
Delaware 2.5
Roger Mills 29.7
Dewey 4.7
Custer 3.4
Blaine 3.8
Kingfisher 3.0
Logan 2.3
Payne 1.9
Lincoln 4.2
Creek 3.8
Wagoner 5.0
Cherokee 1.9
Adair 2.4
Beckham 31.9
Washita 8.5
Canadian 32.7
Oklahoma 8.0
Okmulgee 4.9
Muskogee 18.0
Sequoyah 2.5
Okfuskee 3.7
McIntosh 2.4
Cleveland 4.0
Pottawatomie 14.2
Seminole 15.
Haskell 2.2
Caddo 3.0
Grady 2.5
McClain 2.9
Hughes 5.2
Pittsburg 2.4
Latimer .9
LeFlore 16.1
Harmon 11.6
Greer 20.4
Kiowa 8.1
Jackson 31.1
Tillman 16.6
Comanche 2.7
Stephens 2.4
Garvin 5.5
Pontotoc .6
Coal 0.0
Murray
Johnston 1.3
Atoka 1.5
Pushmataha 3.2
McCurtain .8
Cotton 2.4
Jefferson 3.1
Carter 2.8
Love 0.0
Marshall 2.0
Bryan .3
Choctaw 1.1

Spring 1961 High School Graduates	27,638
Fall 1961 FTE in Private and Municipal Colleges	2,122
State Average	7.7

Legend

Counties above state average ▨

Counties below state average ☐

Location of private and municipal colleges ★

Note: This map should be interpreted as follows: In the fall of 1961, 2,122 first-time freshmen from Oklahoma enrolled in Oklahoma private and municipal colleges. This was a number equal to 7.7% of the spring 1961 Oklahoma high school graduates. The figure in each of the counties is the ratio of that county's first-time freshmen enrolled in private and municipal schools to the county's high school graduates.

comprising The Oklahoma State System of Higher Education, followed by Kansas (619) and Missouri (398). Surprisingly, New York sent the next greatest number (333), surpassing the number contributed by Oklahoma's neighbor to the east, Arkansas (235). The pattern of in-migration to Oklahoma private and municipal institutions followed that of the state-owned colleges, except that Kansas (433) contributed a greater number of students than Texas (336) to these institutions (Figure 10). All 50 states and 73 foreign countries were represented in the total enrollment. (For an alphabetical listing of the foreign countries, see Appendix D).

The ratio of non-resident to resident students in Oklahoma higher education is comparatively low in relation to that of the other states in the region of which Oklahoma is a part. According to a national survey conducted in the fall term of 1958, Oklahoma was eighth among a ten-state regional group in the percentage of out-of-state students enrolled in its colleges and universities, with less than 14 per cent of its total enrollment originating from other states. Among this group of states, Colorado ranked first, enrolling 37.3 per cent of its total student body from other states. Iowa ranked second with 27.8 per cent, and Missouri ranked third with 26.9 per cent. Only Texas (9.5%) and Arkansas (12.6%) enrolled a smaller proportion of their total student bodies from outside their respective state borders than did Oklahoma (Table 9).

An institution-by-institution analysis of the geographic origins of students is graphically presented in Figures 11 and 12. These two figures reveal that there was a great variation between the state-supported institutions and the private colleges in the distances that students traveled in the fall of 1961 to enroll in the various types of institutional situations. The private colleges were both more local and more cosmopolitan in the composition of their student bodies than were the public institutions. More than four-fifths of all students enrolled in these latter institutions came either from the home county of residence or from outside the state, leaving less than one-fifth of their student bodies to be drawn from other Oklahoma counties.

Table 7—Geographic Origin of First-Time Freshmen Students Enrolled in Oklahoma Colleges, by Type of Control and by Type of Institution, Fall 1961

Type of Institution	Total	%	From Oklahoma		From States & Territories		From Foreign Countries	
			No.	%	No.	%	No.	
Universities:								
State	5,186	100.0	4,140	79.8	997	19.2	49	1.0
Private	686	100.0	559	81.5	112	16.3	15	2.2
Total Universities	5,872	100.0	4,699	80.0	1,109	18.9	64	1.1
Four-Year Colleges:								
State	4,749	100.0	4,263	89.8	459	9.6	27	0.6
Private	1,519	100.0	955	62.9	550	36.2	14	0.9
Total Four-Year Colleges	6,268	100.0	5,218	83.2	1,009	16.1	41	0.7
Two-Year Colleges:								
State	2,386	100.0	2,125	89.1	214	9.0	47	1.9
Private and Municipal	698	100.0	608	87.1	86	12.3	4	0.6
Total Two-Year Colleges	3,084	100.0	2,733	88.6	300	9.7	51	1.7
Grand Total	15,224	100.0	12,650	83.1	2,418	15.9	156	1.0

Table 8—Percentage Distribution of Total Head-Count Enrolled in Oklahoma Colleges from Oklahoma, Other States and Territories, and Foreign Countries Fall 1961[a]

Institution	Total Enrollment	Oklahoma		Out-of-State		Foreign	
		No.	%	No.	%	No.	%
State:							
OU:							
Main Campus	11,244						
School of Medicine	469						
School of Nursing	97						
Resident Centers	715						
Total OU	12,525	9,596	76.6	2,644	21.1	285	2.3
OSU:							
Main Campus	11,146						
School of Vet. Med.	155						
Oklahoma City Tech.	92						
Total OSU	11,393	9,605	84.3	1,340	11.8	448	3.9
CSC	4,622	4,539	98.2	57	1.2	26	0.6
ECSC	1,904	1,876	98.6	14	0.7	14	0.7
NESC	3,114	3,089	99.2	21	0.7	4	0.1
NWSC	1,311	1,122	85.6	187	14.3	2	0.1
SESC	1,864	1,685	90.4	169	9.1	10	0.5
SWSC	2,144	2,065	96.3	76	3.5	3	0.2
OCW	667	573	85.9	87	13.0	7	1.1
PAMC	1,024	831	81.2	191	18.6	2	0.2
LU	645	540	83.7	103	16.0	2	0.3
Cameron	1,565	1,502	96.0	41	2.6	22	1.4
Connors	472	463	98.1	9	1.9	—	—
Eastern	884	817	92.4	31	3.5	36	4.1
Murray	403	386	95.8	16	4.0	1	0.2
NEOAMC[b]	1,267	950	75.0	269	21.2	48	3.8
NOJC	589	564	95.8	16	2.7	9	1.5
OMA	491	389	79.2	87	17.7	15	3.1
Okmulgee Tech	1,376	1,228	89.3	145	10.5	3	0.2
Total State	48,260	41,820	86.7	5,503	11.4	937	1.9
Private:							
Tulsa	4,894	4,187	85.6	586	12.0	121	2.4
Ben Hts	48	46	95.8	2	4.2	—	—
Bethany	941	335	35.6	602	64.0	4	0.4
OBU	1,364	1,006	73.8	323	23.7	35	2.5
OCC	364	276	75.8	88	24.2	—	—
OCU	2,687	2,528	94.1	113	4.2	46	1.7
Phillips	1,162	617	53.1	517	44.5	28	2.4
Bacone	299	243	81.3	56	18.7	—	—
St Greg	132	58	43.9	68	51.5	6	4.6
Total Private	11,891	9,296	78.2	2,355	19.8	240	2.0
Municipal:							
Altus	316	195	61.7	121	38.3	—	—
El Reno	117	117	100.0	—	—	—	—
Muskogee	182	182	100.0	—	—	—	—
Poteau	170	131	77.1	39	22.9	—	—
Sayre	219	217	99.1	2	0.9	—	—
Seminole	55	55	100.0	—	—	—	—
Total Municipal	1,059	897	84.7	162	15.3	—	—
Grand Total	61,210	52,013	85.0	8,020	13.1	1,177	1.9

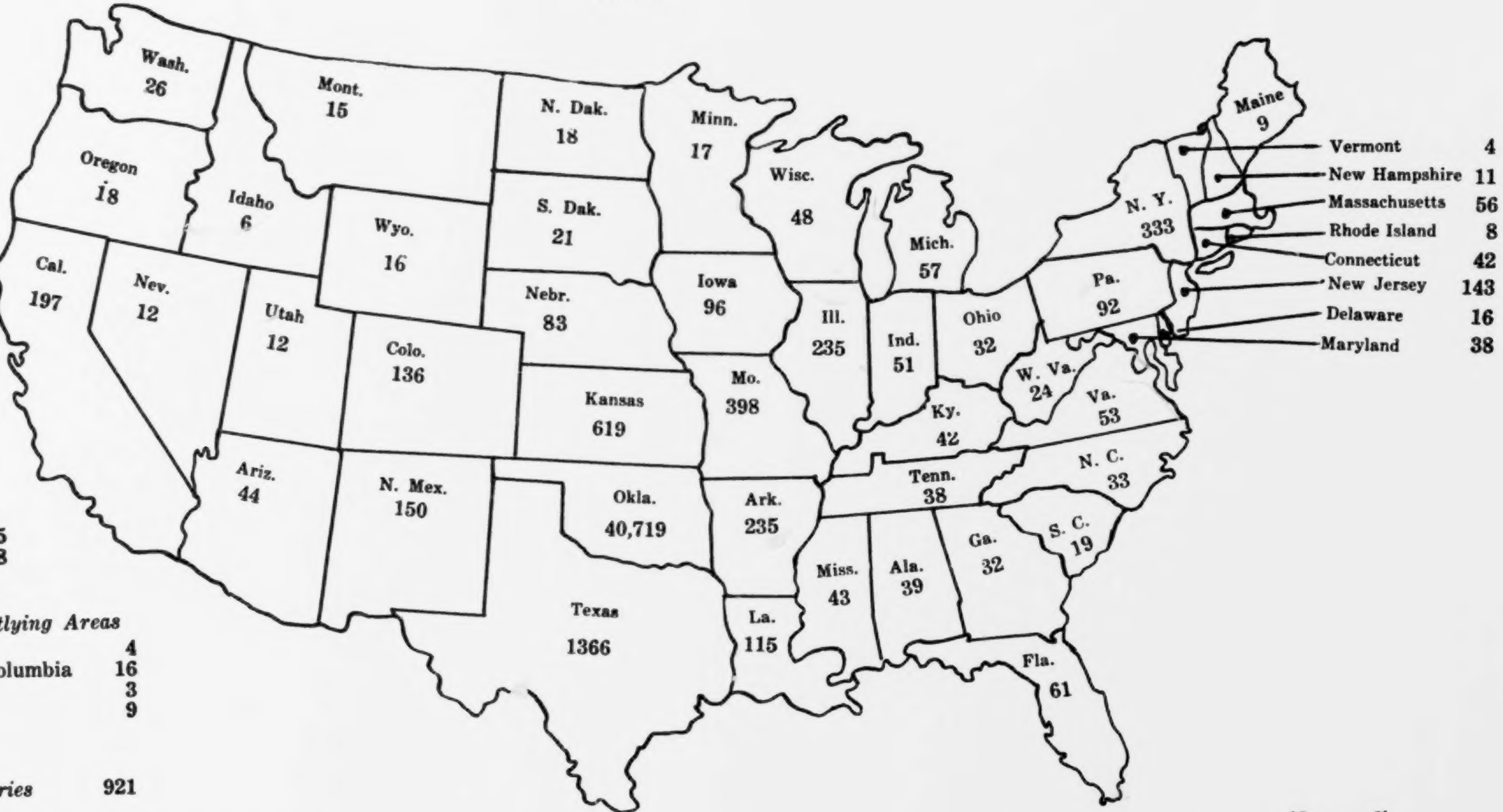
[a] Total head-count includes students enrolled for residence credit on both main and branch campuses and in extension centers. Excludes students enrolled in correspondence, extension, and adult education courses.

[b] Includes one off-campus class which could not be separated.

Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

Figure 9—Geographic Origin of Students Enrolled in Oklahoma State-Owned Institutions*

Fall 1961


Wash. 26
Oregon 18
Cal. 197
Idaho 6
Nev. 12
Mont. 15
Wyo. 16
Utah 12
Ariz. 44
Colo. 136
N. Mex. 150
N. Dak. 18
S. Dak. 21
Nebr. 83
Kansas 619
Okla. 40,719
Texas 1366
Minn. 17
Iowa 96
Mo. 398
Ark. 235
La. 115
Wisc. 48
Ill. 235
Miss. 43
Mich. 57
Ind. 51
Ky. 42
Tenn. 38
Ala. 39
Ohio 32
Ga. 32
Fla. 61
W. Va. 24
Va. 53
N. C. 33
S. C. 19
Pa. 92
N. Y. 333
Maine 9
Vermont 4
New Hampshire 11
Massachusetts 56
Rhode Island 8
Connecticut 42
New Jersey 143
Delaware 16
Maryland 38

Other States

Alaska	5
Hawaii	18

Territories—Outlying Areas

Canal Zone	4
District of Columbia	16
Guam	3
Puerto Rico	9

Foreign Countries	921

*Excludes School of Technical Training at Okmulgee and High School Students at UMA.

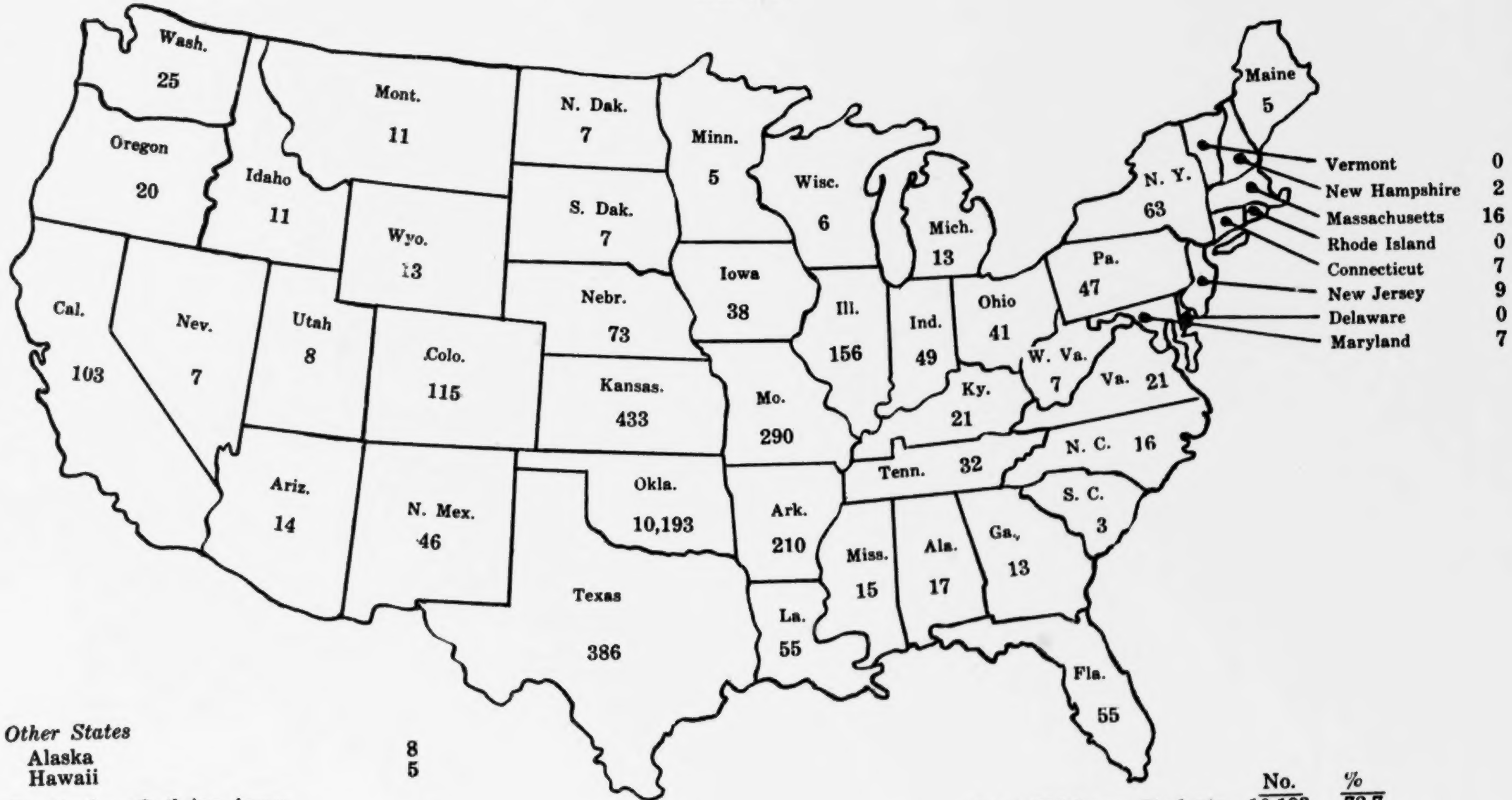
Source: Student Enrollment Questionnaire Form 3-B (Self-Study).

	No.	%
Total Oklahoma Students	40,719	86.7
Total Other States and Territories	5,308	11.3
Total Foreign Students	921	2.0
GRAND TOTAL	46,948	100.0

Figure 10

Geographic Origin of Students Enrolled in Oklahoma Private and Municipal Institutions

Fall 1961


Wash.
25
Oregon
20
Cal.
103
Idaho
11
Nev.
7
Mont.
11
Wyo.
13
Utah
8
Ariz.
14
Colo.
115
N. Mex.
46
N. Dak.
7
S. Dak.
7
Nebr.
73
Kansas.
433
Okla.
10,193
Texas
386
Minn.
5
Iowa
38
Mo.
290
Ark.
210
La.
55
Wisc.
6
Ill.
156
Mich.
13
Ind.
49
Ohio
41
Ky.
21
Tenn.
32
Miss.
15
Ala.
17
Ga.
13
Fla.
55
S. C.
3
N. C.
16
Va.
21
W. Va.
7
Pa.
47
N. Y.
63
Maine
5
Vermont 0
New Hampshire 2
Massachusetts 16
Rhode Island 0
Connecticut 7
New Jersey 9
Delaware 0
Maryland 7

Other States	
Alaska	8
Hawaii	5
Territories—Outlying Areas	
Canal Zone	7
District of Columbia	17
Puerto Rico	9
Foreign Countries	240

	No.	%
Total Oklahoma Students	10,193	78.7
Total Other States and Territories	2,517	19.4
Total Foreign Students	240	1.9
GRAND TOTAL	12,950	100.0

Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

Figure 11—Geographic Origin of Students in State Universities, Four-Year Colleges, and Two-Year Colleges, 1961

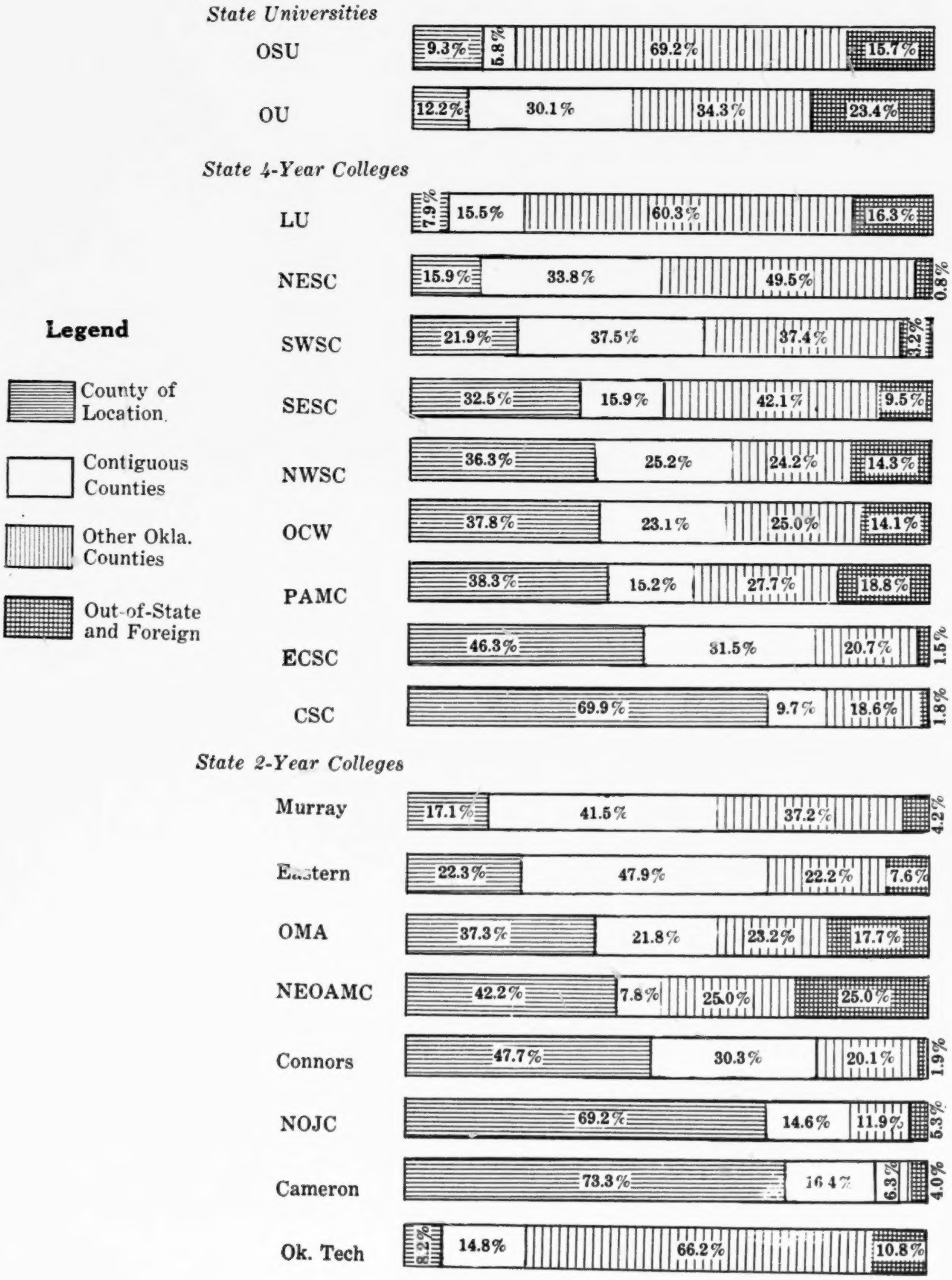
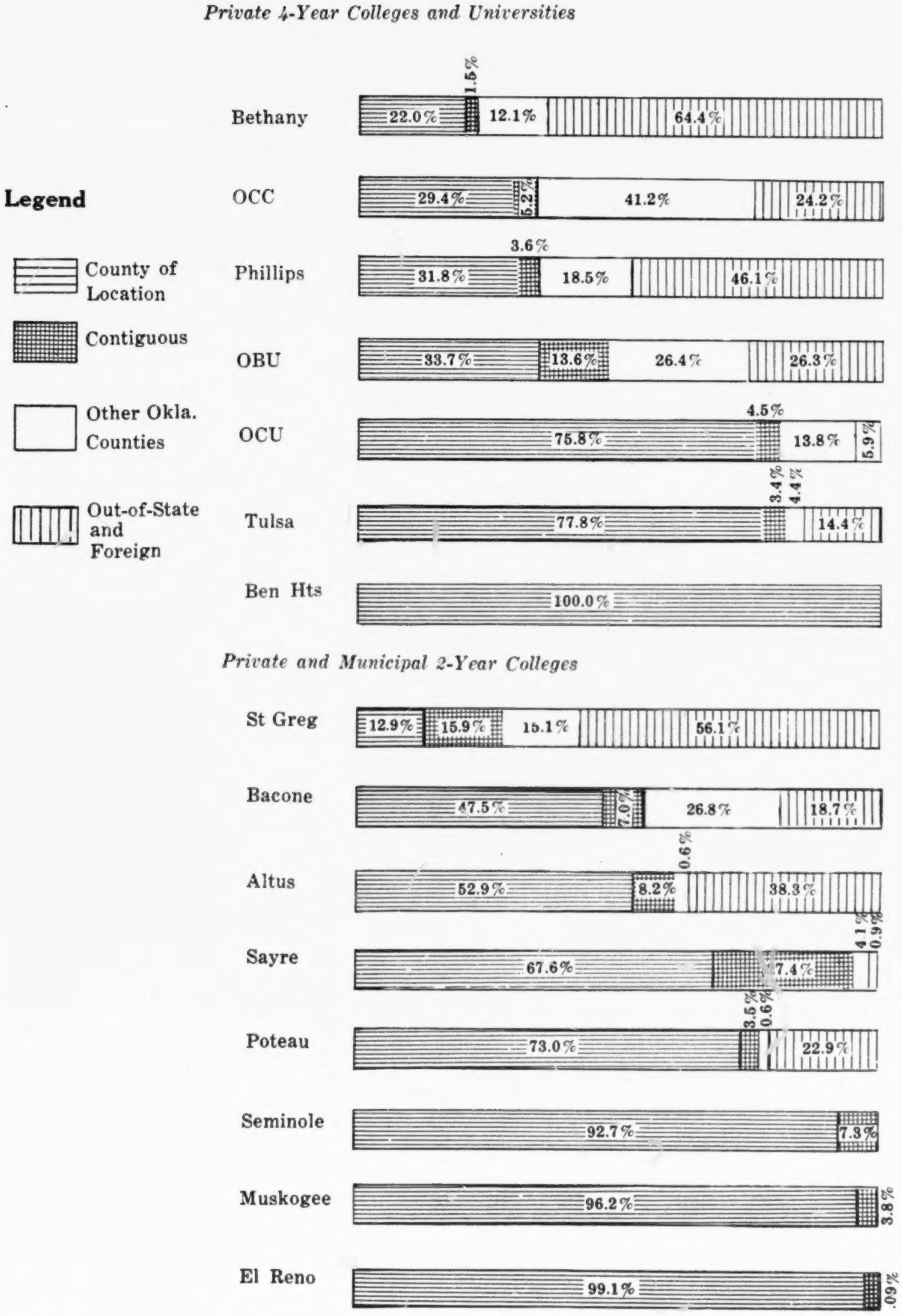


Figure 12—Geographic Origin of Students in Private Colleges and Universities, and Private and Municipal Two-Year Colleges, Fall 1961



Private 4-Year Colleges and Universities

Private and Municipal 2-Year Colleges

That the public colleges were more regional and less local in their attraction for students was attested by the fact that 46.8 per cent of the Oklahoma students who were on the campuses of the public institutions traveled across one or more counties to enroll, while only 16.3 per cent of the students in the private colleges did so.

Table 9—Out-of-State and Foreign Students Enrolled in Colleges and Universities in Oklahoma and Selected Other States, Fall 1958[a]

State	Total Enrollment	Out-of-State & Foreign Students		Ten State Percentage Rank
		No.	%	
Arizona	28,024	5,444	19.4	6
Arkansas	21,782	2,750	12.6	9
Colorado	38,640	14,405	37.3	1
Iowa	47,675	13,277	27.8	2
Kansas	45,371	8,463	18.7	7
Missouri	59,856	16,092	26.9	3
Nebraska	27,069	5,725	21.1	5
New Mexico	15,094	3,262	21.6	4
Oklahoma	*52,462*	*7,292*	*13.9*	*8*
Texas	164,965	15,608	9.5	10
10-State Total	500,938	92,318	18.4	—

[a] Includes only students of collegiate grade in attendance for the first semester or fall term of the 1958-59 academic year. Excluded are students enrolled in short courses, correspondence courses, or those in non-credit or non-collegiate curricula.

Source: *Home State and Migration of American College Students*, Fall 1958, American Association of Collegiate Registrars and Admissions Officers, The Committee on Research and Service, March 1959, pp. 6-7.

Part IV—Historical Enrollment Trends In Oklahoma Colleges

The enrollment increases which occurred in Oklahoma colleges during the postwar days of the late 1940's were not unexpected, but the increases of the middle and late 1950's came as a distinct surprise to many in Oklahoma, as well as national higher education. With the exodus of the veterans of World War II from the collegiate scene in the early 1950's and with the college-age population declining yearly, college administrators were congratulating themselves on having survived the postwar years and were looking forward to a decade of undisturbed planning before the influx of the tidal wave in the 1960's. But this "decade of planning" lasted only three years before enrollments took a sudden upturn, and by 1955, the number of students in Oklahoma colleges had reached a new all-time high, eclipsing the postwar record established in the 1949-50 academic year. Each succeeding year since 1955 has witnessed a greater number of students on the campuses than ever before.

Although complete enrollment statistics for the past two decades are not available for Oklahoma's private and municipal institutions, the following recapitulation of enrollments in The Oklahoma State System of Higher Education will give some indication of the college-going patterns of Oklahomans over the past generation.[15]

1940-41	26,866	1947-48	38,947	1954-55	37,946
1941-42	22,451	1948-49	37,828	1955-56	41,559
1942-43	16,869	1949-50	39,113	1956-57	43,520
1943-44	8,103	1950-51	33,431	1957-58	44,734
1944-45	9,290	1951-52	31,208	1958-59	46,657
1945-46	19,357	1952-53	30,938	1959-60	47,526
1946-47	34,517	1953-54	33,011	1960-61	51,198

A close analysis of these enrollments reveals that there has been a very erratic, but upward trend over the past two decades. The number of students dropped from a prewar high of 26,866 in 1940-41 to a wartime low of 8,103 in the 1943-44 academic year, rebounded to a peak of 39,113 in 1949-50, then once again declined to a postwar low of 30,938 in 1952-53. The direction of movement has been steadily upward since the academic year 1953-54. Only during the past few years have enrollments stabilized enough to furnish a reliable index to the possible pattern of future enrollments. For this reason, the years 1957-1961 have been used throughout the remainder of this report for purposes of analysis and as the basis on which to make forecasts of future enrollments in Oklahoma higher education.

---

[15] Includes combined enrollments for the first and second semesters of the academic years indicated, excluding duplicates. Source: Biennial Reports of the Oklahoma State Regents for Higher Education.

Recent Trends, 1957-1961

A number of interesting enrollment developments occurred in Oklahoma higher education from 1957 through 1961. One of the most discernible of these trends was the relative decline in the percentage of students enrolled in the private and municipal colleges over this period. In 1957, the private and municipal institutions enrolled 25.7 per cent of the degree-credit students in Oklahoma higher education, but by 1961, these colleges could account for only 22 per cent of the total (Figure 13).

A shift even more dramatic was the rapid growth during this period of the state-supported four-year colleges in comparison with the other types of institutions. In the fall of 1957, the state-owned four-year colleges enrolled just 23.4 per cent of all the degree-credit students in Oklahoma higher education. By the fall of 1961, these institutions had captured 29.4 per cent of the total enrollment, an average gain of 1.5 per cent per year. During this time, the state universities' share of the total enrollment dropped from 41.8 per cent to 39.4 per cent.

As a group, the state-supported colleges and universities increased in enrollment by nearly a fourth (24.2%) from 1957 to 1961 (Table 10). The greatest enrollment gains among the state-owned institutions were those made by Central State College at Edmond and Northeastern State College at Tahlequah, which increased by 77.6 and 76.8 per cent, respectively. Central State College picked up 2,000 new students during this period, and Northeastern State College gained almost 1,400. The only four-year college which failed to gain by an average of 5 per cent each year was Oklahoma College for Women, which enrolled only 13 more students in 1961 than in 1957. During this period, however, that college terminated its graduate program, a factor which partially accounts for its temporary decline in enrollment.

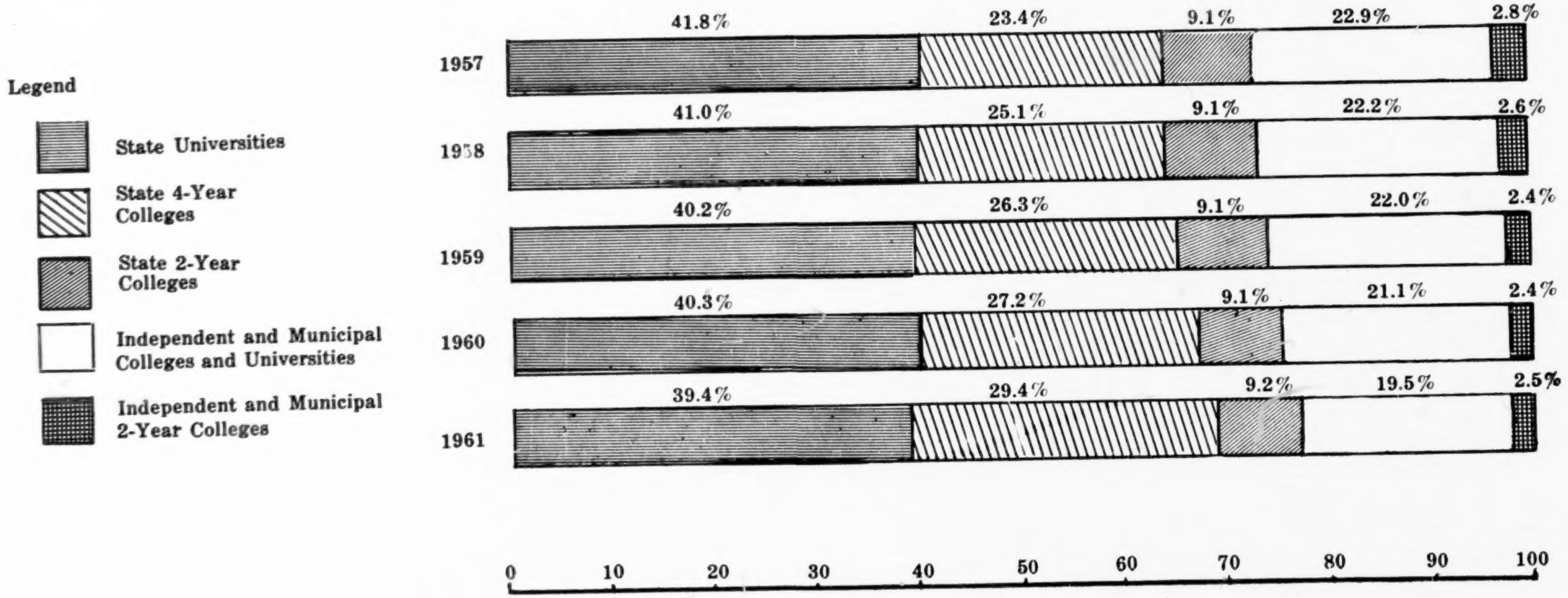
Of the two largest state-owned institutions, Oklahoma State University showed the greater enrollment increase during the period 1957-1961, enrolling 11,146 main campus students in 1961 as contrasted with only 9,188 four years earlier, a percentage increase of 21.3% during this interval. Oklahoma University's main campus enrollment went from 10,590 in 1957 to 11,244 in 1961, a percentage increase of 6.2% during this same period.

The state-supported two-year colleges as a group were relatively stable in their enrollment patterns from 1957 through 1961. The only two-year college which showed more than a nominal increase during this time was Oklahoma Military Academy at Claremore, which doubled its enrollment in the junior college section of the institution. This institution also maintains a high school as an integral part of its function, and enrollments in this area also increased substantially during this period, going from 173 students in 1957 to 270 in the fall of 1961 (Table 11). The only two-year college which lost enrollment was Murray State Agricultural College at Tishomingo, which dropped from 424 to 403 students in a four-year period.

The privately controlled institutions were relatively static from 1957 to 1961, showing a combined difference of less than 100 students for the five-year period. During this interval, the private institutions' share of the total degree-credit enrollment in Oklahoma higher education declined from 22.9 per cent to 19.5 per cent. Two institutions, the University of Tulsa and Benedictine Heights College of Tulsa, showed losses during this time. The University of Tulsa, largest of the private institutions, declined from 5,364 students in 1957 to 4,894 in 1961. Benedictine Heights College, which enrolled more than 300 students during its peak years of 1959 and 1960, arbitrarily limited its enrollment to 48 students in 1961 in the first step toward the eventual liquidation of the institution as a four-year college.

Oklahoma Christian College, which moved from Bartlesville to a site near Oklahoma City in 1958, and which expanded its function from a two-year to a four-year college, showed the greatest percentage gain among the four-year private colleges, increasing by almost 90 per cent over the five-year period. Had it not been for the private two-year colleges, the privately controlled institutions as a total group would have lost enrollment over the past few years.

Figure 13—Percentage Distribution of Oklahoma College Fall Enrollment by Type of Institution, 1957-1961*



*Includes degree-credit students enrolled on both main and branch campuses of institutions. Excludes students at the OSU School of Technical Training at Okmulgee and also those enrolled in extension, correspondence, and adult education.
Source: Fall Enrollment Reports, The Oklahoma State Regents for Higher Education, 1957-1961.

Table 10—Main-Campus Head-Count Fall Enrollment in Oklahoma Colleges, by Institution and by Type of Institutional Control
1957-1961[a]

Institution	1957		1958		1959		1960		1961	
	No.	Index	No.	Index	No.	Index	No.	Index	No.	Index
State:										
OU	10,590	100.0	10,428	98.5	10,264	96.9	10,316	97.4	11,244	106.2
OSU	9,188	100.0	9,539	103.8	10,147	110.4	10,702	116.5	11,146	121.3
CSC	2,602	100.0	3,128	120.2	3,398	130.6	3,968	152.5	4,622	177.6
ECSC	1,530	100.0	1,583	103.5	1,614	105.5	1,751	114.4	1,904	124.4
NESC	1,761	100.0	2,076	117.9	2,415	137.1	2,726	154.8	3,114	176.8
NWSC	832	100.0	965	116.0	1,105	132.8	1,123	135.0	1,311	157.6
SESC	1,553	100.0	1,590	102.4	1,644	105.9	1,565	100.7	1,864	120.0
SWSC	1,597	100.0	1,812	113.5	1,822	114.1	1,871	117.2	2,144	134.3
OCW	654	100.0	558	85.3	724	110.7	619	94.6	667	102.0
PAMC	803	100.0	862	107.3	937	116.7	974	121.3	1,024	127.5
LU	510	100.0	558	109.4	633	124.1	645	126.5	645	126.5
Cameron	1,257	100.0	1,361	108.3	1,404	111.7	1,395	111.0	1,565	124.5
Connors	405	100.0	427	105.4	442	109.1	456	112.6	472	116.5
Eastern	844	100.0	877	103.9	912	108.1	922	109.2	884	104.7
Murray	424	100.0	452	106.6	403	95.0	430	101.4	403	95.0
NEOAMC	1,008	100.0	1,005	99.7	1,105	109.6	1,112	110.3	1,168	115.9
NOJC	556	100.0	473	85.1	511	91.9	548	98.6	589	105.9
OMA	107	100.0	185	172.9	169	157.9	187	174.8	221	206.5
Total State	36,221	100.0	37,879	104.6	39,649	109.5	41,310	114.0	44,987	124.2
Private:										
Tulsa	5,364	100.0	4,932	91.9	5,157	96.1	4,951	92.3	4,894	91.2
Ben Hts	264	100.0	291	110.2	313	118.6	318	120.5	48[b]	18.2
Bethany	815	100.0	822	100.9	884	108.5	886	108.7	941	115.5
OBU	1,252	100.0	1,200	95.8	1,261	100.7	1,384	110.5	1,364	108.9
OCC[c]	192	100.0	209	108.9	245	127.6	315	164.1	364	189.6
OCU	2,607	100.0	2,982	114.4	2,941	112.8	2,782	106.7	2,687	103.1
Phillips	1,098	100.0	1,167	106.3	1,184	107.8	1,187	108.1	1,162	105.8
Bacone	155	100.0	191	123.2	209	134.8	243	156.8	299	192.9
St Greg	56	100.0	77	137.5	74	132.1	117	208.9	132	235.7
Total Private	11,803	100.0	11,871	100.6	12,268	103.9	12,183	103.2	11,891	100.7
Municipal:										
Altus	153	100.0	184	120.3	233	152.3	260	169.9	316	206.5
El Reno	75	100.0	52	69.3	83	110.7	117	156.0	117	156.0
Muskogee	178	100.0	191	107.3	172	96.6	142	79.8	182	102.2
Poteau	602	100.0	465	77.2	364	60.5	249	41.4	170	28.2
Sayre	150	100.0	158	105.3	136	90.7	149	99.3	219	146.0
Seminole	48	100.0	46	95.8	44	91.7	46	95.8	55	114.6
Total Municipal	1,206	100.0	1,096	90.9	1,032	85.6	963	79.9	1,059	87.8
Grand Total	49,230	100.0	50,846	103.3	52,949	107.6	54,456	110.6	57,937	117.7

[a] Includes only students reported as enrolled on the main campuses of institutions taking work creditable toward a bachelor's or higher degree, whether full or part-time, day or evening. Excludes School of Medicine, School of Nursing, School of Veterinary Medicine, Schools of Technical Training at Okmulgee and Oklahoma City, high-school students at OMA, and students enrolled in extension centers.

[b] In 1961, the enrollment of Benedictine Heights was curtailed sharply by the administration. Whether the institution will continue as a four-year college has not yet been determined.

[c] During the five-year period from 1957-61, OCC moved from Bartlesville to a campus near Oklahoma City and changed from a two-year to a four-year institution.

Source: Annual Fall Enrollment Reports, The Oklahoma State Regents for Higher Education.

Both of the private two-year institutions, however, Saint Gregory's College and Bacone College, showed substantial increases during this time-span, gaining 92.0 and 135.7 per cent respectively.

The municipal junior colleges showed a relative decline as a group from 1957 to 1961, even though five out of six colleges gained enrollment during the period. Poteau Community College dropped from 603 students in the fall of 1957 to only 170 in the fall of 1961, a loss of more than 400 students in four years. Gains such as those made by Altus Junior College, which doubled its enrollment in four years, and El Reno Junior College, which increased by more than 50 per cent, were not enough to offset the decreases at Poteau, so that the municipal junior colleges as a group fell off by 12.2 per cent from the index year of 1957 to the fall of 1961.

Full-Time-Equivalent Enrollment Trends.—One disadvantage of using the standard head-count enrollment figure to compute the student load in colleges and universities is that there are great differences in the relative numbers of full-time and part-time students enrolled by the various institutions. An institution with a large number of part-time students, many of whom do not draw upon the total resources of the institution, does not have the same problems as another institution of the same head-count enrollment whose students are full-time residents and who carry more student credit hours.

A more equitable way of assessing student load than counting the number of individuals in an institution is to measure enrollment in terms of the number of full-time-equivalent students. A full-time-equivalent (FTE) student is a statistic which represents one person carrying a normal load of 15 credit hours each semester. The FTE is calculated by dividing the figure 15 into the total student credit hours carried by all students in a semester. This converts each institution's enrollment to a comparable base.

That it makes a considerable difference whether enrollment is figured on the basis of head-count or full-time-equivalent students is revealed by an analysis of Table 12. The private

Table 11—Fall Head-Count Enrollments in Constituent and Related Agencies of The Oklahoma State System of Higher Education 1957-1961[a]

Agency	1957	1958	1959	1960	1961
The University of Oklahoma					
School of Medicine	420	415	412	452	469
School of Nursing[b]	128	142	121	134	97[c]
Oklahoma State University					
School of Veterinary Medicine	154	154	151	152	155
Okmulgee Tech	1,043	1,207	1,277	1,304	1,376
Oklahoma Military Academy					
OMA High School[d]	173	192	272	275	270
Total	1,918	2,110	2,233	2,317	2,367

[a] The agencies whose enrollments are enumerated in this table were not included in Table 13, which represented "main campus" enrollments only.

[b] Includes enrollments in Oklahoma City only. Students who are enrolled in the degree-program in nursing spend their first three years on the Norman Campus.

[c] The total enrollment in the School of Nursing increased in 1961, but the number in Oklahoma City was reduced.

[d] The high school at OMA, although not an institution of higher learning, is an integral part of The Oklahoma State System of Higher Education.

Table 12—Main Campus Full-Time-Equivalent Fall Enrollment in Oklahoma Colleges, by Institution and by Type of Institutional Control 1957-1961[a]

Institution	1957		1958		1959		1960		1961	
	No.	Index	No.	Index	No.	Index	No.	Index	No.	Index
State:										
OU	10,523	100.0	10,088	95.9	9,965	94.7	9,694	92.1	10,436	99.2
OSU	9,306	100.0	9,646	103.7	10,132	108.9	10,602	113.9	10,967	117.9
CSC	2,467	100.0	2,883	116.9	3,027	122.7	3,431	139.1	3,850	156.1
ECSC	1,401	100.0	1,389	99.1	1,441	102.9	1,570	112.1	1,683	120.1
NESC	1,708	100.0	2,005	117.4	2,286	133.8	2,588	151.5	3,001	175.7
NWSC	759	100.0	897	118.2	982	129.4	1,000	131.8	1,254	165.2
SESC	1,377	100.0	1,404	102.0	1,452	105.5	1,366	99.2	1,550	112.6
SWSC	1,534	100.0	1,708	111.3	1,798	117.2	1,836	119.7	2,041	133.1
OCW	444	100.0	470	105.9	546	123.0	554	124.8	608	136.9
PAMC	800	100.0	820	102.5	885	110.6	928	116.0	968	121.0
LU	540	100.0	558	103.3	641	118.7	638	118.2	637	118.0
Cameron	964	100.0	1,012	105.0	1,005	104.3	1,082	112.2	1,174	121.8
Connors	370	100.0	427	115.4	402	108.7	391	105.7	435	117.6
Eastern	678	100.0	716	105.6	749	110.5	768	113.3	760	112.1
Murray	432	100.0	481	111.3	420	97.2	435	100.7	432	100.0
NEOAMC	845	100.0	919	108.8	943	111.6	936	110.8	1,025	121.3
NOJC	453	100.0	444	98.0	460	101.5	496	109.5	562	124.1
OMA	102	100.0	134	131.4	155	152.0	196	192.2	202	198.0
Total State	34,703	100.0	36,001	103.7	37,289	107.5	38,511	111.0	41,585	120.1
Private:										
Tulsa	3,274	100.0	3,438	105.0	(Data Not Available)		3,520	107.5	3,504	107.0
Ben Hts	145	100.0	149	102.8	258	177.9	249	171.7	26	17.9
Bethany	711	100.0	759	106.8	785	110.4	784	110.3	841	118.3
OBU	1,177	100.0	1,122	95.3	1,190	101.1	1,178	100.1	1,172	99.6
OCC	157	100.0	195	124.2	237	151.0	313	199.4	363	231.2
OCU	1,701	100.0	1,961	115.3	1,938	113.9	1,910	112.3	1,869	109.9
Phillips	979	100.0	1,036	105.8	1,083	110.6	1,090	111.3	1,128	115.2
Bacone	131	100.0	151	115.3	169	129.0	183	139.7	257	196.2
St Greg	69	100.0	96	139.1	91	131.9	137	198.6	156	226.1
Total Private	8,344	100.0	8,907	106.8	—	—	9,364	112.2	9,316	111.7

[a] The Full-Time-Equivalent enrollment is obtained by adding the total number of semester hours enrolled in at an institution, then dividing the sum by 15.

Source: Fall Enrollment Reports, The Oklahoma State Regents for Higher Education.

Table 13—Ratio of Fall Main Campus Full-Time-Equivalent Enrollment to Total Fall Enrollment in 27 Oklahoma Colleges, by Institution and by Type of Institutional Co[illegible]9-1961[a]

Institution	1959			1960			1961		
	Total Enrollment	FTE	Ratio FTE-Enroll.	Total Enrollment	FTE	Ratio FTE-Enr[illegible]	[illegible]	FTE	Ratio FTE-Enroll.
State:									
OU	10,264	9,965	97.1	10,316	9,694	[illegible]	[illegible]	10,436	92.8
OSU	10,147	10,132	99.9	10,702	10,602	[illegible]	[illegible]	10,967	98.4
CSC	3,398	3,027	89.1	3,968	3,431	86.[illegible]	[illegible],622	3,850	83.3
ECSC	1,614	1,441	89.3	1,751	1,570	8[illegible]	1,904	1,683	88.4
NESC	2,415	2,286	94.7	2,726	2,588	94.9	3,114	3,001	96.4
NWSC	1,105	982	88.9	1,123	1,000	89.0	1,311	1,254	95.7
SESC	1,644	1,452	88.3	1,565	1,366	87.3	1,864	1,550	83.2
SWSC	1,822	1,798	98.7	1,871	1,836	98.1	2,144	2,041	96.5
OCW	724	546	75.4	619	554	89.5	667	608	91.2
PAMC	937	885	94.5	974	928	95.3	1,024	968	94.5
LU	633	641	101.3	645	638	98.9	645	637	98.8
Cameron	1,404	1,005	71.6	1,395	1,082	77.6	1,565	1,174	75.0
Connors	442	402	91.0	456	391	85.7	472	435	92.2
Eastern	912	749	82.1	922	768	83.3	884	760	86.0
Murray	403	420	104.2	430	435	101.2	403	432	107.2
NEOAMC	1,105	943	85.3	1,112	936	84.2	1,168	1,025	87.8
NOJC	511	460	90.0	548	496	90.5	589	562	95.4
CMA	169	155	91.7	187	196	104.8	221	202	91.4
Total State	39,649	37,289	94.0	41,310	38,511	93.2	44,987	41,585	92.4
Private:									
Tulsa	5,157	(Data Not	Available)	4,951	3,520	71.1	4,894	3,504	71.6
Ben Hts	313	258	82.4	318	249	78.3	48	26	54.2
Bethany	884	785	88.8	886	784	88.5	941	841	89.4
OBU	1,261	1,190	94.4	1,384	1,178	85.1	1,364	1,172	85.9
OCC	245	237	96.7	315	313	99.4	364	363	99.2
OCU	2,941	1,938	65.9	2,782	1,910	68.7	2,687	1,869	69.6
Phillips	1,184	1,083	91.5	1,187	1,090	91.8	1,162	1,128	97.1
Bacone	209	169	80.9	243	183	75.3	299	257	86.0
St. Greg	74	91	123.0	117	137	117.1	132	156	118.2
Total Private	12,268	—	—	12,183	9,364	76.9	11,891	9,316	78.3

[a] The Full-Time-Equivalent enrollment is obtained by adding the total number of semester hours enrolled in at an institution, then dividing the sum by 15. The FTE figure obtained gives an indication of the normal semester-hour load carried by students at a given institution. If the FTE figure exceeds the total enrollment figure, the average student carries a load of more than 15 hours. A low ratio of FTE to total enrollment usually indicates a number of part-time students.

Source: Fall Enrollment Reports, The Oklahoma State Regents for Higher Education.

colleges, for instance, increased less than 1 per cent in their combined head-count enrollments in the four years between 1957 and 1961. On the basis of full-time-equivalent enrollments in the four years, however, these institutions gained 11.7 per cent, which represents a student-load increase of more than 10 per cent. The University of Tulsa, even though it lost nearly 10 per cent of its head-count enrollment from 1957 to 1961, increased its full-time-equivalent student count by 7 per cent; and Oklahoma Christian College, which increased in head-count enrollment by about 90 per cent, more than doubled the number of its full-time-equivalent students, showing an increase in this category of 131.2 per cent. This means that the work load of these two institutions went up at a faster rate than did the number of students enrolled.

In the state-supported colleges as a group, the FTE enrollment went up at a slightly slower pace than did the head-count enrollment. Although the head-count enrollment in these institutions went up by 24.2 per cent between 1957 and 1961, the FTE enrollment increased by only 20.2 per cent, indicating the presence of a relatively larger group of part-time students in 1961 than were enrolled in 1957. This could be due to the increase in the number of commuters to the public institutions over the past few years and also to the rapidly increasing number of graduate students, who typically carry smaller work loads than do undergraduate students. It appears that both of these factors may have influenced the full-time-equivalent enrollment of the past five years at the University of Oklahoma, which gained 6.2 per cent in the number of head-count students, but which remained rather static in its FTE enrollment.

Oklahoma College for Women showed the greatest spread between its head-count and full-time-equivalent student enrollments. This institution increased its FTE enrollment by 36.2 per cent from 1957 to 1961, even though its head-count enrollment went up by only 2 per cent. This small head-count increase does not reflect the institutional work-load increase of more than one-third over this period.

In summary, it may be stated that although it has been customary through the years for institutions of higher learning to report their enrollments in terms of head-count statistics, this figure alone does not give a clear indication of the educational demands made upon an institution by a given group of students. This statistic does not, for example, reveal whether the typical student at an institution is carrying a credit-hour load of 15 hours or perhaps only half of that figure, while the FTE statistic used in conjunction with the head-count enrollment statistic does allow this kind of judgment to be made.

Ratio of FTE to Head Count Enrollment.— The ratio of full-time equivalent students to head-count students gives some estimation of the relative proportions of full-time and part-time students in a particular situation. In Murray State Agricultural College, for instance, the ratio of FTE to head-count was above 100 per cent from 1959 to 1961, which indicated the presence of a greater-than-average number of full-time students in that institution (Table 13). At Cameron State Agricultural College the ratio for the same period was between 70 and 75 per cent, an indication that substantial numbers of part-time students were enrolled in that college during those three years. For the entire State System, the ratios from 1959 to 1961 were *94.0*, *93.2* and *92.4* per cent, respectively, which means that the number of part-time students in state-owned colleges is increasing in relation to the total enrollment.

In the privately-controlled colleges, the opposite appears to be true. Although no statistics are available for the private institutions for 1959, the ratio between FTE and head-count enrollments went up from 76.9 per cent in 1960 to 78.3 per cent in the fall of 1961. The ratio for the private institutions is lower than that of the public colleges principally because extensive night-school operations are carried on in the two largest private colleges, the University of Tulsa and Oklahoma City University. With the exception of these two institutions, however, the private colleges are comparable in this regard to the institutions in the State System.

Part V—Some Characteristics Of Students In Oklahoma Higher Education

During the two decades from the beginning of World War II until the present the characteristics of student bodies in Oklahoma colleges and universities have undergone a series of radical changes. Perhaps the most important of these changes were brought about by the events which occurred in the immediate post-war period, with the return of the World War II veterans to the campuses. During their short stay in higher education, the veterans exploded a variety of myths about higher education. Before World War II, it was rather generally conceded that college was chiefly for the few who were significantly above average in ability, that marriage and higher education were not compatible, and that adults above the conventional college age could not fit into the scheme of higher education. By the time that the majority of the veterans had departed the educational scene in the early 1950's, however, all these educational myths had been effectively dispelled.

Although the changes which were wrought in the late 1940's and early 1950's were perhaps more profound than any which have occurred subsequent to that time, a number of recent events and influences have also helped to alter the composition of the student group in Oklahoma higher education. The movement of the population from rural to urban and the development of a network of multi-lane highways have created a situation in which it is possible for great numbers of full-time students to live outside the college community and commute daily to classes. As a result, a new category of institutions has arisen in Oklahoma—the commuter college. In six of the state's institutions enrolling 1,000 or more students, more than 70 per cent of the single students enrolled now live off the campus.

The presence of a number of military and defense establishments within the state has also affected the structure of student bodies in Oklahoma higher education, particularly in colleges and universities located near these installations. Those pursuing careers in the military services have contributed substantially to the recent upsurge in part-time enrollments. In addition, programs such as "Operation Bootstrap" have encouraged military personnel to return to college on a full-time basis in order to upgrade their skills and enhance their chances for promotion. The universities in particular have attracted sizable numbers of students in this category.

The foregoing are but a few of the influences and factors which have helped to change the characteristics of students currently enrolled in Oklahoma higher education. It should perhaps be emphasized that these alterations have not come about as a result of educational planning, but because of social and economic factors operative in the larger society. It can be assumed as a matter of course that these same cultural and economic factors will continue to have their effect on the kinds of students that enroll in colleges and universities, and that tomorrow's students will differ from those of today in like or greater degree than the current student group differs from yesterday's. Fortunately for those who are responsible for the planning function in higher education, most of these changes do not occur overnight, but are the result of evolutionary processes which can be anticipated in advance of the time when they become full-blown movements—provided that sufficient information about the past and present characteristics of students is available as a basis from which to predict new trends and movements.

Some of the educational and social characteristics of students enrolled in Oklahoma higher education in the fall of 1961 are presented and briefly summarized in the remainder of this chapter. It is recognized that the items of information presented here do not begin to exhaust the research possibilities in the area of student characteristics. However, the data gathered in the course of this study should lay the foundations and point toward other needed research in the years which lie ahead.

Enrollment by Sex and by Level

An analysis of the 1961 fall enrollment in Oklahoma colleges by sex and by level reveals a number of differences in the composition of the various kinds of student bodies—differences among types of institutions and also among institutions with different types of control. The following represent the most significant findings revealed in these areas of concern (Tables 14 and 15).

1. Statistically, men have much better chances of entering and graduating from college in Oklahoma than do women.
2. Universities and two-year colleges have proportionately larger concentrations of men in their student bodies than do four-year colleges. This is true regardless of whether the institutions are publicly or privately controlled.
3. Freshmen and sophomores comprise more than one-half (54.2 per cent) of the total enrollment in Oklahoma higher education. Juniors and seniors make up another 30 per cent of the total, graduate students almost 10 per cent, and special students the remaining 6 per cent.

Of the 18,952 young people on the main campuses of Oklahoma colleges classified as freshmen in the 1961 fall semester, 11,850—or more than 62 per cent—were men, and 7,102—or less than 38 per cent—were women. The relative proportions of men in the sophomore, junior, and senior classes in that semester were *63.6*, *68.4* and *70.6* per cent, respectively. In the graduate school, exactly 75 per cent of the enrollment was made up of men. Thus it can be seen that men not only enroll at the freshman level in proportionately greater numbers than women, but that this advantage is compounded annually by higher drop-out rates among the women than among their male counterparts. Past statistics in the files of the Oklahoma State Regents for Higher Education reveal that women high school graduates in Oklahoma have only *one* chance in *five* of graduating from an Oklahoma college, while the chances of men are much better—about *one* in *three*.

Men students made up more than 70 per cent of the total enrollment in Oklahoma universities and two-year colleges combined in the fall semester of 1961, compared to a 60 per cent figure for men in the four-year institutions that same semester. The fact that more than half of the students in the four-year colleges were enrolled in teacher education—and that more than half the people training to be teachers in that year were women—could help to explain why the four-year institutions were so much more attractive to women than either the universities or the two-year colleges.

Age Characteristics of Students

The statistics of the United States Bureau of the Census for the past twenty years reveal that increasing numbers of those formerly considered to be above the conventional college age have been enrolling in Oklahoma colleges and universities. In 1940, only 4.8 per cent of those between the ages of 22 and 24 were in school, whereas the 1960 census figures show that 11.9 per cent of all Oklahomans in this age bracket were on college campuses, a percentage increase greater than the total enrollment increase over the same period. This is only one illustration of a national trend toward the enrollment of a greater number of adults in higher education, a trend that began with the return of the World War II veterans to college, and which appears to be gaining in momentum.

Figures relating to the age characteristics of students enrolled in Oklahoma institutions in the fall semester of 1961 lend credence to the contention that current college students are more mature than their predecessors. Table 16 lists the results of an analysis which was made of the age characteristics of these students by undergraduate and graduate levels. Slightly more than three out of ten undergraduate students in Oklahoma colleges were 22 years of age or older in the fall of 1961, and *one* out of *ten* was 28 years old or above. At the graduate level, half the students enrolled were above 30 years of age! Over-all, roughly one-fourth of the combined undergraduate and graduate students in that semester were 24 years of age or older, and about one-third were above 21.

Table 14—Main Campus Head-Count Enrollment in State Owned Institutions by Type of Institution, by Level and Sex, Fall 1961

Type of Institution	Freshmen		Sophomores		Juniors		Seniors		Graduate		Special		Total		Total
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	
State Universities															
OU[a]	1916	1212	1355	814	1280	611	1468	562	1494[b]	402[b]	81	49	7,594	3,650	11,244
OSU[c]	1866	1075	1556	857	1596	580	1622	456	1135	226	73	54	7,898	3,248	11,146
Total Universities	3782	2287	2911	1671	2876	1191	3090	1018	2679	628	154	103	15,492	6,898	22,390
Four-Year Colleges															
CSC	1103	539	639	355	593	251	476	228	190	232	9	7	3,010	1,612	4,622
ECSC	396	316	231	188	198	123	202	95	67	88	—	—	1,094	810	1,904
NESC	651	411	418	260	424	195	379	185	82	88	6	15	1,960	1,154	3,114
NWSC	311	167	137	112	141	62	125	66	82	35	19	54	815	496	1,311
SESC	298	232	166	148	214	119	178	105	138	130	63	73	1,057	807	1,864
SWSC[d]	493	297	311	133	285	112	239	114	70	53	21	16	1,419	725	2,144
OCW	—	238	—	154	—	111	—	68	—	—	7	89	7	660	667
PAMC	272	144	160	116	123	45	115	35	—	—	4	10	674	350	1,024
LU	99	114	65	81	81	51	77	55	—	—	6	16	328	317	645
Total Four-Year Colleges	3623	2458	2127	1547	2059	1069	1791	951	629	626	135	280	10,364	6,931	17,295
Two-Year Colleges															
Cameron	621	252	410	110							123	49	1,154	411	1,565
Connors	181	71	87	43							52	38	320	152	472
Eastern	297	113	216	69							83	106	596	288	884
Murray	208	37	127	23							4	4	339	64	403
NEOAMC	396	126	262	64							203	117	861	307	1,168
NOJC	258	120	125	51							14	21	397	192	589
OMA	110	10	62	9							30	—	202	19	221
Total Two-Year Colleges	2071	729	1289	369							509	335	3,869	1,433	5,302
Grand Total	9476	5474	6327	3587	4935	2260	4881	1969	3308	1254	798	718	29,725	15,262	44,987

[a] Excludes School of Medicine, School of Nursing, and Extension Centers

[b] Includes Law

[c] Excludes School of Veterinary Medicine, School of Technical Training in Okmulgee, and 92 students in the OSU Oklahoma City Technical School.

[d] Excludes Extension Centers.

Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

Table 15—Total Head-Count Enrollment in Oklahoma Private and Municipal Institutions, by Type of Institution, by Level and Sex, Fall, 1961

Type of Institution	Freshmen		Sophomores		Juniors		Seniors		Graduate		Special		Total		Total
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	
University															
Tulsa	647	310	459	242	448	174	365	146	569[a]	187[a]	927	420	3415	1479	4,894
Four-Year Colleges															
Ben Hts	3	4	1	6	—	3	—	8	—	—	1	22	5	43	48
Bethany	163	226	140	118	81	73	57	61	—	—	15	7	456	485	941
OBU	201	253	155	154	153	114	133	90	—	—	57	54	699	665	1,364
OCC	121	84	48	31	29	11	15	1	—	—	11	13	224	140	364
OCU	471	266	385	160	372	124	304	86	183[b]	11[b]	196	129	1911	776	2,687
Phillips	192	184	118	121	124	72	120	88	117	10	9	7	680	482	1,162
Total Four-Year Colleges	1151	1017	847	590	759	397	629	334	300	21	289	232	3975	2591	6,566
Two-Year Colleges															
Bacone	128	58	51	28							6	28	185	114	299
St Greg	68	—	51	—							13	—	132	—	132
Altus	101	51	19	10							89	46	209	107	316
El Reno	52	50	5	9							—	1	57	60	117
Muskogee	77	57	35	13							—	—	112	70	182
Poteau	54	32	53	20							—	11	107	63	170
Sayre	76	34	49	20							22	18	147	72	219
Seminole	20	19	9	7							—	—	29	26	55
Total Two-Year Colleges	576	301	272	107							130	104	978	512	1,490
Grand Total	2374	1628	1578	939	1207	571	994	480	869	208	1346	756	8368	4582	12,950

[a] Includes Law.
[b] Law.

Table 16—Age-Distribution of Total Enrollment in Oklahoma Colleges, Fall 1961 by Undergraduate and Graduate Levels

Age Group	Undergraduate				Graduate				Total			
	Men	Women	Total	Cum. %	Men	Women	Total	Cum. %	Men	Women	Total	Cum. %
Under 18	1,478	1,406	2,884	5.4	—	—	—	—	1,478	1,406	2,884	4.9
18 - 19	11,817	7,962	19,779	42.8	3	—	3	0.1	11,820	7,962	19,782	38.8
20 - 21	9,592	4,766	14,358	69.9	78	43	121	2.3	9,670	4,809	14,479	63.7
22 - 23	4,901	1,369	6,270	81.7	447	156	603	13.6	5,348	1,525	6,873	75.4
24 - 25	2,252	382	2,634	86.7	615	141	756	27.7	2,867	523	3,390	81.3
26 - 27	1,557	273	1,830	90.1	517	74	591	38.8	2,074	347	2,421	85.4
28 - 29	888	314	1,202	92.4	488	76	564	49.3	1,376	390	1,766	88.4
30 - 39	1,752	1,093	2,845	97.8	1,205	383	1,588	79.0	2,957	1,476	4,433	96.0
40 - 49	435	508	943	99.5	332	421	753	93.0	767	929	1,696	98.9
50 - 59	77	136	213	99.9	107	231	338	99.4	184	367	551	99.9
60 and Over	13	23	36	100.0	15	19	34	100.0	28	42	70	100.0
Total	34,762	18,232	52,994		3,807	1,544	5,351		38,569	19,776	58,345	

Source: Student Enrollment Questionnaire, Form 3-B (Self Study).

When these age characteristics from the fall semester of 1961 are analyzed by sex, an interesting and significant pattern develops. Over-all, the men outnumbered the women in that semester by about 38,000 to 19,000, a ratio of almost two to one. In some age brackets, the ratio of men to women ran as high as six to one. After the age of 40 was reached, however, women actually outnumbered the men by ratios ranging as high as two to one.

Among the category of students 18 and 19 years old, the age-bracket in which the greatest numbers were concentrated, the men outnumbered the women by 11,820 to 7,962, a ratio of only three to two. In the group 20 and 21 years of age, however, men had a ratio spread of two to one, and each succeeding age-category up to 28 showed the ratio of men to women increasing: in the group 26 and 27, for example, the ratio of men to women was six to one. It should be noted that after age 23, the women almost disappeared from the statistics for a ten-year age period. There were only 1,260 women between the ages of 24 and 30 out of a total of 7,577 in these groups enrolled in the 1961 fall semester.

The following pattern can be inferred from the preceding age statistics and from statistics relating to dropout by level. At the beginning of the freshman year in college, men outnumber women by a ratio of only three to two. During the first semester of the freshman year, men drop out of college at a rate slightly higher than that of women; but by the sophomore year, women begin to marry and drop out at a higher rate than men, so that there are about twice as many men as women by the time the senior year in college is reached. The statistics indicate that if a woman does not graduate by the time she is 21 or 22, her chances of finishing her education are not promising until 10 or 15 years have elapsed. Men, on the other hand, have better chances of going straight through college than women, but have less chance of coming back to school after once interrupting their educational careers.

Marital Status of Students

Although comparable statistics are not available for past years with regard to the number and percentage of married students enrolled in Oklahoma higher education, it is safe to assume that the year 1961 saw the greatest number, if not the highest percentage, of married students enrolled in the history of the state's colleges and universities. More than 15,000 students out of a total of about 60,000 in Oklahoma colleges and universities were married on or before the beginning of the 1961 fall semester (Table 17). There was little variation between the publicly supported institutions and the private colleges in the statistics, with 25.8 per cent of the public and 26.0 per cent of the students in the private institutions being married. The incidence of married students was slightly higher in the municipal junior colleges (31.9%) than in either the state-owned or private institutions.

As might have been expected, the proportion of married students varied more by academic level than by type of control or type of institution, with 60 per cent of the graduate students and only 10 per cent of the freshmen in Oklahoma colleges being married at the beginning of the 1961 fall term. Slightly more than one-fourth (27.3%) of the juniors, and nearly 40 per cent of the seniors were married by the beginning of the fall term. As a type of institution, the two-year colleges enrolled the smallest percentage of married students, 21.6 per cent, followed by the universities with 23.8 per cent and the four-year colleges with 29.7 per cent (Figure 14). In the latter institutions, about one-third of the juniors and nearly one-half of all the seniors were married at the beginning of the fall semester.

One of the most significant items revealed by an analysis of the age characteristics of students in Oklahoma colleges is that large numbers of young women who start to college are apparently sacrificing their educational aspirations at the altar. Even though the enrollment of women at the freshman level has been increasing at a rate faster than that of men for the past several years, the statistics reveal that women have been dropping out at the upper levels at rates higher than those of men. Much of this dropout has undoubtedly come about because of marriage. The husbands apparently remain in school, but many of these

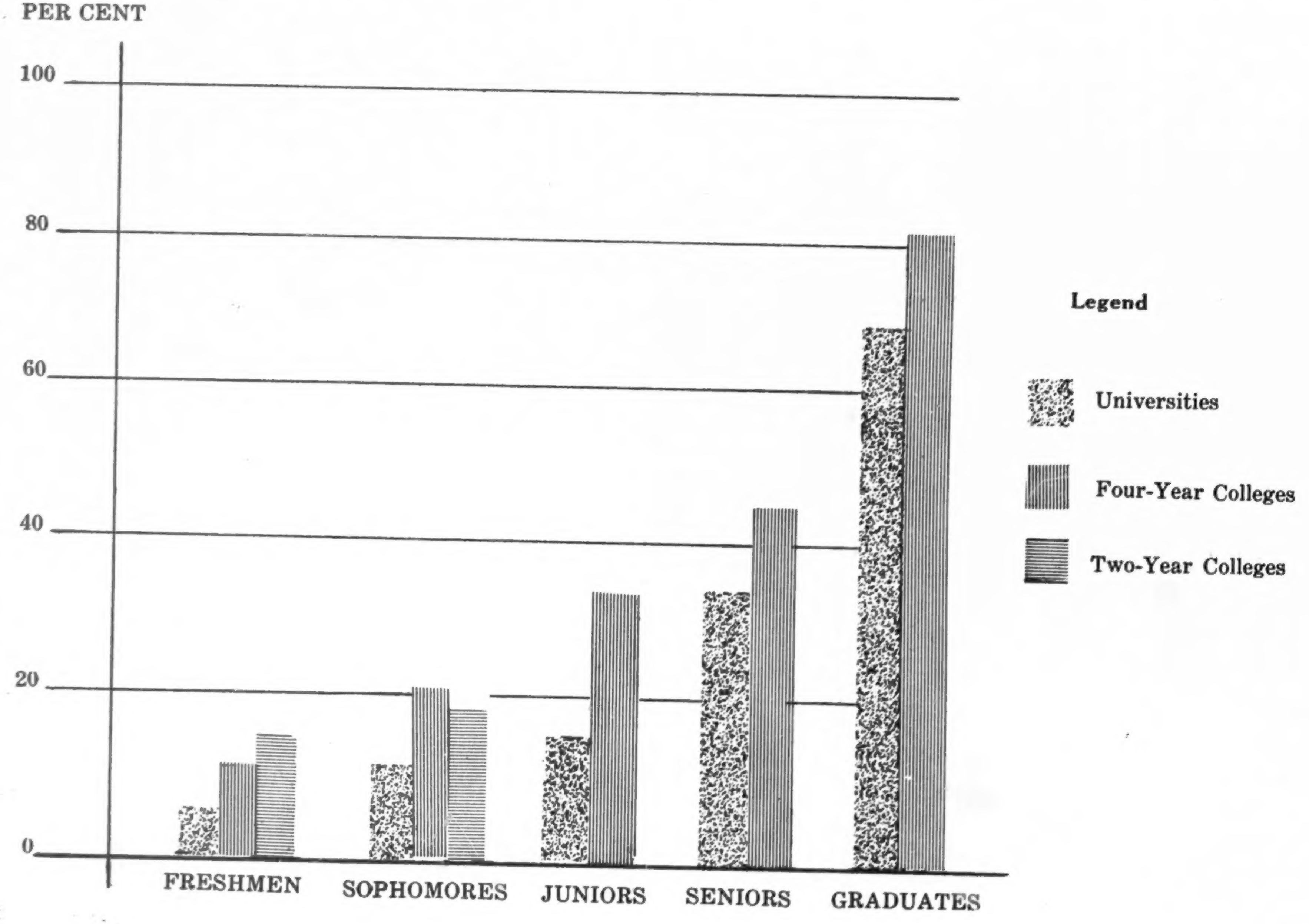
Table 17—Number of Married Students Enrolled in 33 Oklahoma Colleges as a Percentage of Total Enrollment, by Level, Fall 1961 [a]

	Total Institutions			Freshmen			Sophomores			Juniors			Seniors			Graduate			Special		
	Enr.	Married	%	Enr.	Married	%	Enr.	Married	%	Enr.	Married	%	Enr.	Married	%	Enr.	Married	%	Enr.	Married	%
State:																					
OU	12,525	3,010	24.0	3,128	188	6.0	2,169	265	12.2	1,891	470	24.9	2,030	721	35.5	2,395	1,166	48.7	912	200	21.9
OSU	11,301	2,718	24.1	2,941	151	5.1	2,413	287	11.9	2,176	479	22.0	2,078	758	36.5	1,566	964	61.6	127	79	62.2
CSC	4,622	1,599	34.6	1,642	248	15.1	994	253	25.5	844	324	38.4	704	366	52.0	422	392	92.9	16	16	100.0
ECSC	1,904	496	26.1	712	66	9.3	419	91	21.7	321	110	34.3	297	128	43.1	155	101	65.2	—	—	—
NESC	3,114	795	25.5	1,062	81	7.6	678	113	16.7	619	189	30.5	564	251	44.5	170	150	88.2	21	11	52.4
NWSC	1,311	451	34.4	478	55	11.5	249	62	24.9	203	74	36.5	191	98	51.3	117	99	84.6	73	63	86.3
SESC	1,864	721	38.7	530	57	10.8	314	67	21.3	333	117	35.1	283	140	49.5	268	251	93.7	136	89	65.4
SWSC	2,478	624	25.2	962	91	9.5	487	96	19.7	427	133	31.1	373	180	48.3	158	101	63.9	71	23	32.4
OCW	667	226	33.9	238	27	11.3	154	34	22.1	111	37	33.3	68	34	50.0	—	—	—	96	94	97.9
PAMC	1,024	262	25.6	416	36	8.7	276	52	18.8	168	70	41.7	150	90	60.0	—	—	—	14	14	100.0
LU	645	45	7.0	213	4	1.9	146	6	4.1	132	11	8.3	132	20	15.2	—	—	—	22	4	18.2
Cameron	1,565	441	28.2	873	227	26.0	520	112	21.5	—	—	—	—	—	—	—	—	—	172	102	59.3
Connors	472	47	10.0	252	14	5.6	130	13	10.0	—	—	—	—	—	—	—	—	—	90	20	22.2
Eastern	884	178	20.1	410	23	5.6	285	29	10.2	—	—	—	—	—	—	—	—	—	189	126	66.7
Murray	403	40	9.9	245	23	9.4	150	13	8.7	—	—	—	—	—	—	—	—	—	8	4	50.0
NEOMC	1,267	292	23.0	522	31	5.9	326	27	8.3	—	—	—	—	—	—	—	—	—	419	234	55.8
NOJC	589	64	10.9	378	23	6.1	176	23	13.1	—	—	—	—	—	—	—	—	—	35	18	51.4
OMA	221	64	29.0	120	19	15.8	71	15	21.1	—	—	—	—	—	—	—	—	—	30	30	100.0
Total State	46,856	12,073	25.8	15,122	1,364	9.0	9,957	1,558	15.6	7,225	2,014	27.9	6,870	2,786	40.6	5,251	3,224	61.4	2,431	1,127	46.4
Private:																					
Tulsa	4,894	1,104	22.6	957	79	8.3	701	75	10.7	622	75	12.1	511	102	20.0	756	380	50.3	1,347	393	29.2
Ben Hts	48	9	18.8	7	1	14.3	7	2	28.6	3	—	—	8	—	—	—	—	—	23	6	26.1
Bethany	941	163	17.3	389	23	5.9	258	34	13.2	154	45	29.2	118	52	44.1	—	—	—	22	9	40.9
OBU	1,364	175	12.8	454	9	2.0	309	24	7.8	267	13	4.9	223	18	8.1	—	—	—	111	111	100.0
OCC	364	44	12.1	205	10	4.9	79	6	7.6	40	10	25.0	16	6	37.5	—	—	—	24	12	50.0
OCU	2,687	1,257	46.8	737	204	27.7	545	212	38.9	496	246	49.6	390	247	63.3	194	143	73.7	325	205	63.1
Phillips	1,162	311	26.8	376	35	9.3	239	39	16.3	196	51	26.0	208	84	40.4	127	101	79.5	16	1	6.3
Bacone	299	25	8.4	186	7	3.8	79	6	7.6	—	—	—	—	—	—	—	—	—	34	12	35.3
St Greg	132	1	0.8	68	—	—	51	—	—	—	—	—	—	—	—	—	—	—	13	1	7.7
Total Private	11,891	3,089	26.0	3,379	368	10.9	2,268	398	17.5	1,778	440	24.7	1,474	509	34.5	1,077	624	57.9	1,915	750	39.2
Municipal:																					
Altus	316	81	25.6	152	28	18.4	29	7	24.1	—	—	—	—	—	—	—	—	—	135	46	34.1
El Reno	117	61	52.1	102	55	53.9	14	6	42.9	—	—	—	—	—	—	—	—	—	1	—	—
Muskogee	182	85	46.7	134	40	29.9	48	45	93.8	—	—	—	—	—	—	—	—	—	—	—	—
Poteau	170	65	38.2	86	26	30.2	73	39	53.4	—	—	—	—	—	—	—	—	—	11	—	—
Sayre	219	35	16.0	110	21	19.1	69	14	20.3	—	—	—	—	—	—	—	—	—	40	—	—
Seminole	55	11	20.0	39	8	20.5	16	3	18.8	—	—	—	—	—	—	—	—	—	—	—	—
Total Municipal	1,059	338	31.9	623	178	28.6	249	114	45.8	—	—	—	—	—	—	—	—	—	187	46	24.6
Grand Total	59,806	15,500	25.9	19,124	1,910	10.0	12,474	2,070	16.6	9,003	2,454	27.3	8,344	3,295	39.5	6,328	3,848	60.8	4,533	1,923	42.4

[a] The total number of married students included in this table is the same as reported by each institution. However, some adjustments have been made within the levels to make the data consistent with reports previously submitted.

Source: Student Enrollment Questionnaire, Form 3-8 (Self-Study).

Figure 14—Married Students Enrolled in Oklahoma Colleges, Fall 1961 as a Percentage of Total Enrollment, by Type of Institution and by Level



women drop out to work or to rear a family. Most of the women probably will not find it possible to return to formal education until 10 or 20 years hence, if at all.

Another point of importance which emerges from an examination of the age statistics is that increasingly larger numbers of adults —more than 20,000 in the fall of 1961—are enrolling each year in the state's colleges and universities. It is clear that some revision must be made of the traditional notion that the college-age group of students is between 18 and 22, since more than one-third of the total enrollment is above that age-category.

The Housing of Students

Nationally, privately controlled institutions of higher education furnished housing for almost half (47.3%) of their full-time students in the academic year 1960-61, while publicly controlled institutions housed only about a third (34.6%) of theirs.[17] This means that a student who is attending a public college is much more likely to be either living with his family in the college community or commuting to class from outside the community. On the other hand, the student enrolled in the private institution characteristically attends a college or university at some distance from his home community, so that he is much more likely to be housed in college facilities than the student in the public institution.

Although precise figures are not available for Oklahoma institutions, it appears that the statistics for the private colleges are comparable to the national averages, while the publicly controlled institutions in Oklahoma house about 5 per cent more of their students than do comparable institutions elsewhere.

The fact that the statistics for the public institutions exceed the national figures is probably due in great measure to the large numbers of students housed by Oklahoma's state-supported two-year colleges in comparison with those housed by two-year colleges elsewhere. The great majority of two-year colleges in the United States are operated by

Table 18—Percentage of Married Students Enrolled in Oklahoma Colleges, by Type of Institution and by Level, Fall 1961[a]

Type of Institution	Freshman	Sophomore	Junior	Senior	Graduate	Special	Total
Universities:							
State	5.6	12.0	23.3	36.0	53.8	26.9	24.0
Private	8.3	10.7	12.1	20.0	50.3	29.2	22.6
University Average	5.9	11.9	21.8	34.2	53.2	28.2	23.8
Four-Year Colleges							
State	10.6	20.8	33.7	47.3	84.8	69.9	29.6
Private	13.0	22.1	31.6	42.3	76.0	66.0	29.8
Four-Year College Average	11.2	21.2	33.1	46.0	83.1	67.8	29.7
Two-Year Colleges							
State	12.9	14.0	—	—	—	56.6	20.8
Private & Municipal	21.1	31.7	—	—	—	25.2	24.4
Two-Year College Average	14.8	17.33	—	—	—	50.4	21.6
AVERAGE ALL INSTITUTIONS	10.0	16.6	27.3	39.5	60.8	42.4	25.9

[a] See Table 17 for list of institutions included in this table.
Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

---

[17] "College and University Enroll[illegible] Facilities Survey 1961-65," *Higher Educatio[illegible]e* XVIII, No. 8, June 1962), p. 13.

cities, counties, or school districts, which do not as a rule provide housing for their students. In Oklahoma, however, the state-operated two-year colleges house about half of their students in attendance.

Married Students.—It has been previously ascertained that slightly more than one-fourth, or 15,000, of the students enrolled in Oklahoma colleges and universities in the fall of 1961 were married. Of this number, the institutions furnished housing for 2,334, or about 15 per cent of the total. Counting the non-student wives and the children of these married students, the institutions probably provided housing for about 8,000 people in their married-housing units in the fall of 1961.

Single Students.—Oklahoma colleges enrolled somewhat in excess of 42,000 single students in the fall of 1961, and of these, about one-half (49%), were housed on the campuses, the great majority in college housing, with the remainder being accommodated in social fraternities and sororities. The state-owned institutions housed 52.6 per cent of their single students on the campuses as opposed to 39.3 per cent for the private institutions and only 2.2 per cent for the municipal junior colleges (Table 19).

Among the state-owned institutions, the two-year colleges housed a greater percentage of their students in college dormitories (48.7%) than either the four-year colleges (40.5%) or the universities (37.4%). It has been previously suggested that two-year colleges elsewhere typically do not provide housing for their students, since a great majority of these colleges are located in cities, enabling their students to live at home while in attendance. With the exception of two institutions, Oklahoma's state-supported two-year colleges are all located in small towns or in sparsely populated agricultural regions, so that they have been obliged to furnish housing for 50 to 75 per cent of their students.

It is worthy of mention that more than one-fifth of the single students in the state universities were housed in fraternities and sororities, which indicates the importance of these social organizations in helping to meet the housing needs of students in these institutions. When those housed in the fraternities and sororities are added to the number in dormitories at the state universities, the two groups together add up to more than 60 per cent of the single students enrolled at these two institutions, giving the state universities a greater percentage of their single students living on campus than either of the other two types of state-owned institutions.

There were wide differences among the state-owned four-year and two-year colleges in the percentages of their single students housed in college dormitories. At Langston University, for example, 87.8 per cent of all single students enrolled were housed in college dormitories. Almost as great a percentage, 84.6 per cent, were housed at Murray State Agricultural College. At Central State, East Central State, and Southwestern State Colleges, and also at Cameron State Agricultural College, less than 30 per cent of the single students were housed in dormitories. It should be noted that three of the latter institutions are located in or near cities of 15,000 or more population, while Langston University and Murray State Agricultural College are located in rural areas. This wide differential in the number of dormitory spaces required to operate an institution located in an urban area versus one situated in a rural area leads to the following conclusion: If the state is to utilize the institutions which are located in areas of declining population to their maximum efficiency, then institutional housing must be provided for most or all of the student population in attendance at these institutions.

The institutions in the private sector which housed the greatest proportions of their students in college dormitories were those which are church-related. Bethany Nazarene College, Oklahoma Baptist University, and Oklahoma Christian College all accommodated more than three-fourths of their single students in dormitories, and Phillips University housed more than one-half of its single students in this type of facility. One factor which distinguished the private colleges from the public institutions was the respective percentages of men and women housed. Whereas 55 per cent

Table 19—Type of Housing Occupied by Single Students in 33 Oklahoma Colleges by Institution and by Type of Control, Fall 1961

Institution	College Dormitory				College Family Unit				Fraternity or Sorority				Private Housing[a]				Total		
	Men	Women	Total	%	Men	Women	Total	%	Men	Women	Total	%	Men	Women	Total	%	Men	Women	Total
State:																			
OU	1,869	1,300	3,169	38.5	21	34	55	0.7	994	833	1,827	22.2	2,262	920	3,182	38.6	5,146	3,087	8,233
OSU	1,520	1,599	3,119	36.3	3	264	267	3.1	1,282	509	1,791	20.9	3,053	353	3,406	39.7	5,858	2,725	8,583
CSC	282	399	681	22.5	—	—	—	—	74	95	169	5.6	1,669	504	2,173	71.9	2,025	998	3,023
ECSC	204	202	406	28.8	3	2	5	0.4	—	—	—	—	592	405	997	70.8	799	609	1,408
NESC	545	510	1,055	45.5	—	—	—	—	21	—	21	0.9	917	326	1,243	53.6	1,483	836	2,319
NWSC	325	186	511	57.7	—	—	—	—	—	—	—	—	246	128	374	42.3	571	314	885
SESC	218	269	487	42.4	—	3	3	0.2	4	—	4	0.3	435	220	655	57.1	657	492	1,149
SWSC	182	252	434	28.8	—	—	—	—	—	—	—	—	821	251	1,072	71.2	1,003	503	1,506
OCW	—	350	350	78.3	—	—	—	—	—	—	—	—	—	97	97	21.7	—	447	447
PAMC	322	129	451	59.2	—	—	—	—	—	—	—	—	189	122	311	40.8	511	251	762
LU	244	283	527	87.8	35	8	43	7.2	—	—	—	—	17	13	30	5.0	296	304	600
Cameron	252	78	330	29.4	—	—	—	—	—	—	—	—	592	202	794	70.6	844	280	1,124
Connors	161	83	244	57.4	—	—	—	—	—	—	—	—	137	44	181	42.6	298	127	425
Eastern	313	124	437	61.9	—	—	—	—	—	—	—	—	164	105	269	38.1	477	229	706
Murray	269	38	307	84.6	1	—	1	0.2	—	—	—	—	41	14	55	15.2	311	52	363
NEOAMC	334	71	405	41.5	—	—	—	—	—	—	—	—	416	154	570	58.5	750	225	975
NOJC	162	90	252	47.6	—	—	—	—	—	—	—	—	205	72	277	52.4	367	162	529
OMA	109	—	109	71.2	—	—	—	—	—	—	—	—	42	2	44	28.8	151	2	153
Total State	7,311	5,963	13,274	40.0	63	311	374	1.1	2,375	1.437	3,812	11.5	11,798	3,932	15,730	47.4	21,547	11,643	33,190
Private:																			
Tulsa	223	159	382	10.1	4	—	4	0.1	140	—	140	3.7	2,242	1,022	3,264	86.1	2,609	1,181	3,790
Ben Hts	—	—	—	—	—	—	—	—	—	—	—	—	2	28	30	100.0	2	28	30
Bethany	279	391	670	86.1	1	6	7	0.9	—	—	—	—	57	44	101	13.0	337	441	778
OBU	357	433	790	76.8	—	—	—	—	—	—	—	—	124	114	238	23.2	481	547	1,028
OCC	151	118	269	84.1	—	—	—	—	—	—	—	—	37	14	51	15.9	188	132	320
OCU	156	202	358	25.0	—	—	—	—	24	—	24	1.7	702	346	1,048	73.3	882	548	1,430
Phillips	234	238	472	54.0	9	—	9	1.0	—	—	—	—	236	158	394	45.0	479	396	875
Bacone	111	45	156	57.0	—	—	—	—	—	—	—	—	64	54	118	43.0	175	99	274
St Greg	121	—	121	92.4	—	—	—	—	—	—	—	—	10	—	10	7.6	131	—	131
Total Private	1,632	1,586	3,218	37.2	14	6	20	0.2	164	—	164	1.9	3,474	1,780	5,254	60.7	5,284	3,372	8,656
Municipal:																			
Altus	—	—	—	—	—	—	—	—	—	—	—	—	161	74	235	100.0	161	74	235
El Reno	—	—	—	—	—	—	—	—	—	—	—	—	34	22	56	100.0	34	22	56
Muskogee	—	—	—	—	—	—	—	—	—	—	—	—	53	44	97	100.0	53	44	97
Poteau	—	—	—	—	—	—	—	—	—	—	—	—	64	37	101	100.0	64	37	101
Sayre	16	—	16	8.7	—	—	—	—	—	—	—	—	112	56	168	91.3	128	56	184
Seminole	—	—	—	—	—	—	—	—	—	—	—	—	18	21	39	100.0	18	21	39
Total Municipal	16	—	16	2.2	—	—	—	—	—	—	—	—	442	254	696	97.8	458	254	712
Grand Total	8,959	7,549	16,508	38.8	77	317	394	0.9	2,539	1,437	3,976	9.3	15,714	5,966	21,680	51.0	27,289	15,269	42,558

[a] Includes both students who live in the college community and those who commute.

Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

of the students in college dormitories in the public institutions were men, only 36 per cent of those in dormitories owned by the private colleges were men.

A Look to the Future.—All together, Oklahoma colleges and universities provided on-campus housing for about 30,000 people in the fall semester of 1961, not counting housing furnished to faculty members and their families. About 21,000 of these were students in dormitories and/or fraternities and sororities, and the remainder were students and their families in married housing units. These 30,000 students and their families accommodated by the institutions represented a number of people greater than the populations of such Oklahoma cities as Bartlesville, Ponca City, Shawnee, or Stillwater, and almost the equal of cities the size of Norman and Midwest City.

Although the accommodation of these 30,000 students and their dependents during the academic year 1961-62 was an enterprise of great magnitude, the task confronting the institutions in the years to come will be even greater. If Oklahoma institutions are to provide housing for the same percentage of their students in 1966 as they did in 1961, they must construct within the next five years enough dormitories and married housing units to accommodate more than 7,000 additional students.

Part VI—Retention, Transfer, and Graduation Rates in Oklahoma Colleges

Each semester, thousands of students terminate their enrollments in Oklahoma colleges and universities. Many of those who leave the campuses carry with them diplomas attesting to the fact that they have completed the requirements for a bachelor's or higher degree, but for the great majority, the severing of ties with the alma mater means something entirely different, since *three* out of *five* students who begin their college careers in Oklahoma institutions do not survive to graduation. Of course, some of those who leave college before graduation do so by choice after accomplishing the objectives for which they initially enrolled. For every dropout in this category, however, there are probably two others who terminate their college careers without realizing their original objectives. The scope of the dropout problem in Oklahoma higher education can be estimated from an examination of the following statistics relating to one college class as it progressed from matriculation to graduation over a four-year period.

	No. of Students	*% of Original Fresh. Class*
Fall 1957 Fresh. in 33 Okla. Colleges	15,484	100.0
Fall 1958 Soph. in 33 Okla. Colleges	10,573	68.3
Fall 1959 Jrs. in 33 Okla. Colleges	8,039	51.9
Fall 1960 Okla. Srs. in 33 Okla. Colleges	7,892	51.0
Bachelor's Degrees Granted, Spring and Summer 1961	6,425	41.5
Total Dropouts and Non-Graduates, 1957-1961	9,059	58.5

In the fall of 1957, Oklahoma colleges and universities reported the enrollment of 15,484 freshmen, which included both first-time students and also those who had not yet completed enough credit hours to be classified as sophomores. By the fall of 1958, the number of these freshmen had dwindled by nearly a third, and by 1959, the beginning of the junior year, the group was only a little more than half the size of the original freshman class. The attrition rate during the junior and senior years was extremely light in comparison with those rates compiled during the previous two years, amounting to only about 10 per cent from the beginning of the junior year to graduation time two years later, when 6,425 bachelor's degrees were granted by Oklahoma colleges and universities.[18] This was a figure amounting to slightly more than 40 per cent of the entering freshman class four years earlier. During these four years, a total of more than 9,000 students either dropped out permanently or had their college careers temporarily interrupted.

---

[18] A complete listing of the degrees granted by Oklahoma colleges and universities in the spring and summer of 1961 may be found in Appendix E.

Table 20—Fall-Semester 1961 Freshman Dropout in 33 Oklahoma Colleges as a Percentage of Total Freshman Enrollment by Institution, Type of Control, and by Sex[a]

Institution	Men			Women			Total		
	No.	Drop-outs	% of Total	No.	Drop-outs	% of Total	No.	Drop-outs	% of Total
State:									
OU	1,916	255	13.3	1,212	118	9.7	3,128	373	11.9
OSU	1,958	275	14.0	1,075	140	13.0	3,033	415	13.7
CSC	1,103	367	33.3	539	135	25.0	1,642	502	30.6
ECSC	396	107	27.0	316	83	26.3	712	190	26.7
NESC	651	157	24.1	411	76	18.5	1,062	233	21.9
NWSC	311	76	24.4	167	19	11.4	478	95	19.9
SESC	298	46	15.4	232	37	15.9	530	83	15.7
SWSC	655	243	37.1	307	87	28.3	962	330	34.3
OCW	—	—	—	238	36	15.1	238	36	15.1
PAMC	272	24	8.8	144	9	6.3	416	33	7.9
LU	99	15	15.2	114	9	7.9	213	24	11.3
Cameron	621	104	16.7	252	22	8.7	873	126	14.4
Connors	181	43	23.8	71	8	11.3	252	51	20.2
Eastern	297	57	19.2	113	17	15.0	410	74	18.0
Murray	208	72	34.6	37	12	32.4	245	84	34.3
NEOAMC	396	66	16.7	126	10	7.9	522	76	14.6
NOJC	258	73	28.3	120	25	20.8	378	98	25.9
OMA	110	41	37.3	10	—	—	120	41	34.2
Total State	9,730	2,021	20.8	5,484	843	15.4	15,214	2,864	18.8
Private:									
Tulsa	647	90	13.9	310	45	14.5	957	135	14.1
Ben Hts	3	3	100.0	4	—	—	7	3	42.9
Bethany	163	20	12.3	226	50	22.1	389	70	18.0
OBU	201	38	18.9	253	63	24.9	454	101	22.2
OCC	121	36	29.8	84	19	22.6	205	55	26.8
OCU	471	222	47.1	266	91	34.2	737	313	42.5
Phillips	192	33	17.2	184	35	19.0	376	68	18.1
Bacone	128	41	32.0	58	12	20.7	186	53	28.5
St Greg	68	15	22.1	—	—	—	68	15	22.1
Total Private	1,994	498	25.0	1,385	315	22.7	3,379	813	24.1
Municipal:									
Altus	101	19	18.8	51	10	19.6	152	29	19.1
El Reno	52	10	19.2	50	5	10.0	102	15	14.7
Muskogee	77	16	20.8	57	10	17.5	134	26	19.4
Poteau	54	19	35.2	32	19	59.4	86	38	44.2
Sayre	76	23	30.3	34	8	23.5	110	31	28.2
Seminole	20	2	10.0	19	4	21.1	39	6	15.4
Total Municipal	380	89	23.4	243	56	23.0	623	145	23.3
Grand Total	12,104	2,608	21.5	7,112	1,214	17.1	19,216	3,822	19.9

[a] A dropout is defined as one who was enrolled in the fall of 1961 and who failed to re-enroll in the spring. This total includes those who formally withdrew, those who dropped out without formally withdrawing, those who were suspended, those who transferred from one institution to another, and those who failed to re-enroll for the spring semester of 1962.

Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

The above figures are not precise, since they do not take into consideration the numbers of students transferring into and out of Oklahoma colleges. However, these are most likely counterbalancing factors, so that the statistics do in reality give a good indication of the attrition rates at the various academic levels.

Dropout in Oklahoma Colleges

After the beginning of the spring semester of 1962, the 33 institutions participating in the portion of the State Regents' study relating to higher education enrollments and projections were asked to provide a list of their 1961 fall semester undergraduate dropouts. For purposes of this particular reporting, a dropout was defined as a student who had been enrolled in an Oklahoma college or university in the fall semester of 1961 and who had not re-enrolled in the same institution in the spring semester of 1962. It should be emphasized that all of the students reported by the institutions as "dropouts" under this definition were not dropouts in the overall sense of the word, in view of the fact that some students undoubtedly transferred to other institutions at the beginning of the second semester. However, in this study, the term "dropout" will include those who transferred as well as those who did not go anywhere to college in the spring of 1962.

Freshman Dropout.—At the beginning of the fall semester of 1961, Oklahoma colleges and universities reported a total of 19,216 freshmen enrolled, which included both first-time students and also those who had previously been enrolled but who had not yet achieved sophomore status. Of these freshmen, 3,822, or about 20 per cent of the original group, failed to re-enroll in the spring semester (Table 20). Freshmen accounted for nearly one-half (45.7%) of the total undergraduate dropouts in the fall semester, even though the freshman class comprised just slightly over one-third of the total undergraduate enrollment in that term. There were seven times more dropouts at the freshman level than at the senior level, even though there were just two and one half times as many freshmen as there were seniors enrolled in the fall semester (Figure 15).

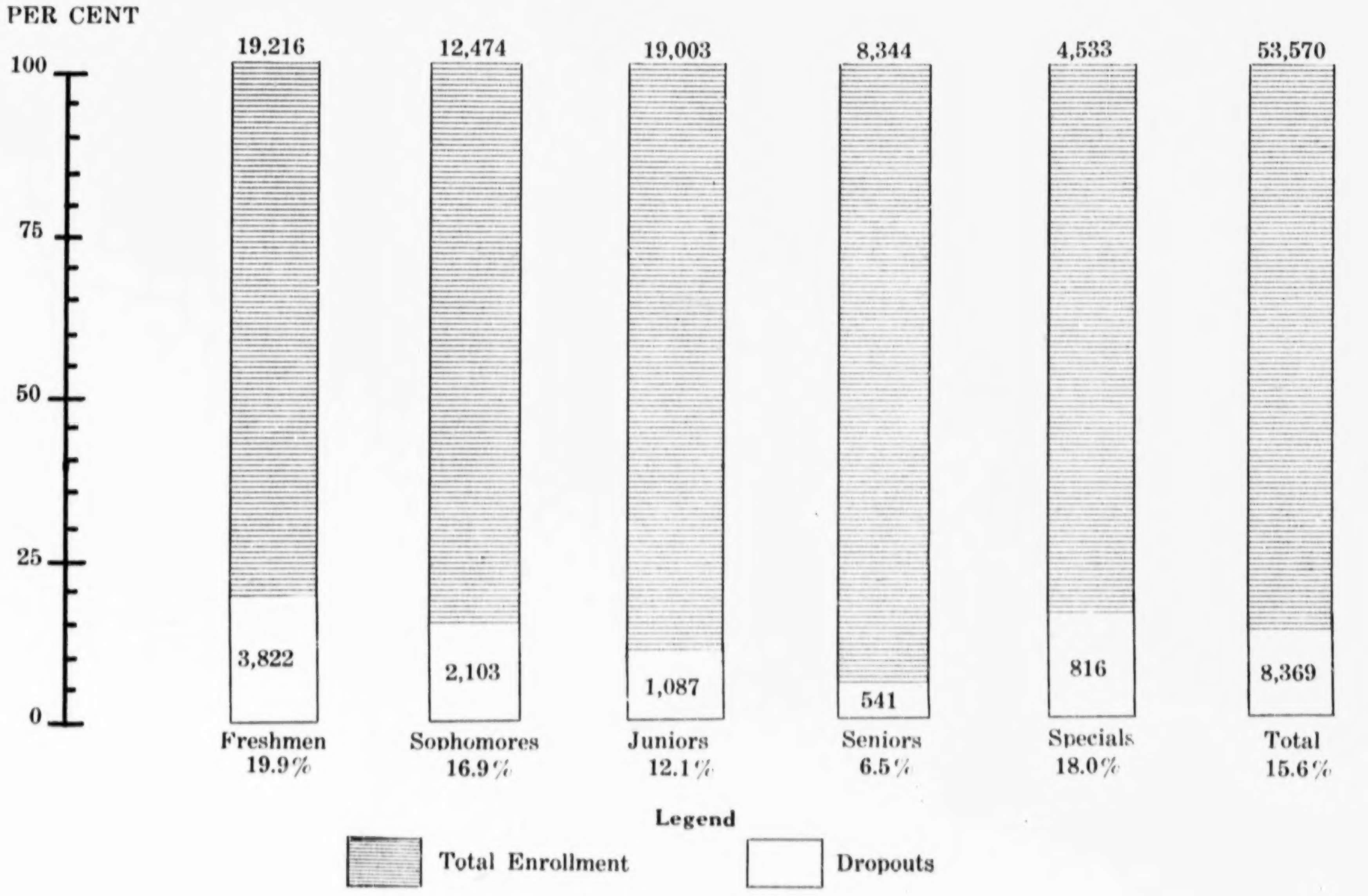
The dropout rate at the freshman level for the institutions in the State System was 18.8 per cent in the fall of 1961, a figure which was substantially lower than the rates compiled in either the municipal colleges (23.3%) or the privately controlled institutions, which lost nearly a fourth (24.1%) of their freshmen in that semester. In all fairness to the latter institutions, it should be pointed out that a substantial number of their dropouts were part-time students enrolled in evening programs.

Among the institutions in the state-supported group, the dropout ratio of freshmen during the first semester ranged from 7.9 per cent at Panhandle A & M College to more than 30 per cent at Central State College, Southwestern State College, Murray State Agricultural College, and Oklahoma Military Academy. The four-year colleges as a type had a rate nearly twice that of the universities, the former losing 25.1 per cent of their students by the end of the first semester as compared with a figure of only 13.1 per cent at the two largest institutions.

It is interesting to note that although women dropped out at higher rates than men at all other levels, at the freshman level the trend was reversed, with a greater percentage of men dropping out than women, 21.5 per cent as compared with 17.1 per cent. In only one institution of the state-supported colleges, Southeastern State College, did the dropout rate of men fail to exceed that of women. In seven of the fifteen private and municipal colleges, however, the women dropped out with greater frequency than the men. This could be due in part to the relatively high proportion of out-of-state women enrolled in the private colleges at the freshman level.

Of the freshman dropouts from the fall semester, about two-thirds had previously undergone the American College Testing Program (ACT), and test scores for these students were submitted by the institutions. These scores were grouped into quintile bands on the basis of 1959 Oklahoma College-Bound Norms, in order that the aptitude level of the dropouts could be ascertained on some kind of comparative basis. Almost two-thirds (62.8%)

Figure 15—Fall Semester 1961 Undergraduate Dropouts from Oklahoma Colleges as a Percentage of Total Enrollment, by Level



of the dropouts were found to rank in the bottom two-fifths of the ACT norms (Table 21). On the other hand, less than one-fourth of the dropouts were found to rank in the upper two-fifths in scholastic aptitude, even though there were probably more freshmen enrolled in college from these two upper quintiles than from the lowest two.[19] These findings suggest that about two-thirds of all the freshman dropouts in the fall of 1961 came from a pool of about one-third of the students in the lower ability levels.

It should be noted that of the freshman dropouts from the fall of 1961, some 1,258, or one-third of the total, did not have ACT test scores on file at the institution from which they dropped out. If it can be assumed that the test scores of these dropouts were distributed in the same manner as the test scores of the other two-thirds for whom scores were available, then more than 370 freshmen who were in the top one-fifth of those taking the ACT tests dropped out of college during or at the end of the first semester of the school year 1961-62. If it is also assumed that all those scoring in the upper three-fifths on the ACT tests were capable of doing college-level work, then 1,422 of those freshmen who dropped out in the fall of 1961 need not have been lost to higher education. This is a loss which could well have been prevented, and which society can ill afford.

Total Undergraduate Dropout.—Between September of 1961 and February of 1962, a total of 8,369 undergraduate students dropped out of the institutions in which they had been enrolled in the fall semester, or slightly more than one out of every six undergraduates enrolled in that term (Table 22). In order that some estimate might be made as to the effect of scholarship on persistence in college, these dropouts were divided into three categories according to their cumulative scholarship status. Those dropouts who had earned cumulative grade-point averages of 1.4 or below (on a 4.0 scale) were designated as "Below Average," those with grade-points between 1.5 and 2.5 as "Average," and those with grade-points of 2.6 or higher as "Above Average."

The statistics in Table 22 reveal that about one-half the students who dropped out in the fall semester were in possession of an average or above-average scholarship status at the time of leaving college. Even though poor scholarship was perhaps the greatest single cause of attrition in that semester, there were other factors which in combination were equally as important in determining whether students persisted or dropped out.

Almost half, or 3,822, of the undergraduate dropouts in the fall of 1961 were freshmen. More than 40 per cent of these freshmen were found to be below average in scholarship at the time of dropout, and another 24.5 per cent left school before establishing any kind of college credit (Table 23). It is logical to assume that at least as great a percentage of those in the latter category were doing unsatisfactory work as were those for whom scholarship averages were available. It thus appears that more than half the freshmen who dropped out of school in the fall semester of 1961 were making unsatisfactory scholastic progress at the time of dropout. This was in marked contrast to the situation at the senior level, where less than 20 per cent of the dropouts were found to be doing below-average work at the time they left college.

These findings with regard to scholarship status, together with findings relating to the ability level of freshman students, strongly suggest that students' inability to do college-level work is the major factor affecting attrition at the freshman level. With the exception of students at the freshman level, however, the majority of those who dropped out of Oklahoma colleges and universities in the fall of 1961 were doing scholastic work of a sufficient quality to have enabled them to make progress toward a degree if they had remained in college. Some 2,657 of these students were

---

[19] Research indicates that high school seniors ranking in the upper one-half of their classes in ability are much more likely to go on to college than those in the lower one-half (See The Oklahoma State Regents for Higher Education, *A Study of the Admission and Retention of Students* (Oklahoma City, 1962), pp. 17-23). It is reasonable to assume that of those Oklahoma high school seniors taking the ACT tests in the fall of 1960 and the spring of 1961, a larger percentage of those who scored high on the tests would subsequently decide to matriculate in the fall of 1961 than of those who scored in the lower aptitude levels.

Table 21—Percentage Distribution of Fall 1961 Freshman Dropouts in 33 Oklahoma Colleges, According to Quintile Rank of the *American College Test* by Institution and by Type of Control[a]

Institution	ACT Composite Scores[b]												ACT Score Not Available	Total Freshman Dropouts
	0-13		14-17		18-19		20-22		23-36		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Number	
State:														
OU	49	17.6	82	29.5	50	18.0	49	17.6	48	17.3	278	100.0	95	373
OSU	67	18.9	123	34.6	59	16.6	57	16.1	49	13.8	355	—	60	415
CSC	90	31.6	97	34.0	39	13.7	37	13.0	22	7.7	285	—	217	502
ECSC	35	30.7	48	42.1	10	8.8	15	13.1	6	5.3	114	—	76	190
NESC	67	34.6	73	37.6	27	13.9	20	10.3	7	3.6	194	—	39	233
NWSC	27	38.7	17	24.2	10	14.3	10	14.3	6	8.5	70	—	25	95
SESC	34	41.0	25	30.1	10	12.1	8	9.6	6	7.2	83	—	—	83
SWSC	41	29.5	52	37.4	22	15.8	18	13.0	6	4.3	139	—	191	330
OCW	8	24.2	9	27.3	7	21.2	4	12.1	5	15.2	33	—	3	36
PAMC	8	33.3	7	29.2	—	—	3	12.5	6	25.0	24	—	9	33
LU	1	12.5	—	—	—	—	—	—	7	87.5	8	—	16	24
Cameron	48	43.3	27	24.3	15	13.5	11	9.9	10	9.0	111	—	15	126
Connors	18	56.3	10	31.3	1	3.1	3	9.3	—	—	32	—	19	51
Eastern	18	33.3	21	38.9	5	9.3	8	14.8	2	3.7	54	—	20	74
Murray	29	43.3	18	26.9	12	17.9	6	8.9	2	3.0	67	—	17	84
NEOAMC	28	45.2	21	33.9	6	9.7	4	6.4	3	4.8	62	—	14	76
NOJC	21	39.6	17	32.0	4	7.6	4	7.6	7	13.2	53	—	45	98
OMA	13	43.4	6	20.0	3	10.0	4	13.3	4	13.3	30	—	11	41
Total State	602	30.2	653	32.8	280	14.1	261	13.1	196	9.8	1,992	100.0	872	2,864
Private:														
Tulsa	6	15.0	8	20.0	6	15.0	10	25.0	10	25.0	40	100.0	95	135
Ben Hts	—	—	—	—	—	—	—	—	—	—	—	—	3	3
Bethany	20	40.0	17	34.0	5	10.0	3	6.0	5	10.0	50	—	20	70
OBU	9	11.8	24	31.6	13	17.1	17	22.4	13	17.1	76	—	25	101
OCC	14	29.2	15	31.2	7	14.6	5	10.4	7	14.6	48	—	7	55
OCU	59	31.6	66	35.3	27	14.4	24	12.8	11	5.9	187	—	126	313
Phillips	—	—	3	30.0	1	10.0	4	40.0	2	20.0	10	—	58	68
Bacone	32	60.4	16	30.2	4	7.5	1	1.9	—	—	53	—	—	53
St Greg	5	35.7	4	28.6	3	21.4	2	14.3	—	—	14	—	1	15
Total Private	145	30.3	153	32.0	66	13.8	66	13.8	48	10.1	478	—	335	813
Municipal:														
Altus	—	—	13	44.9	10	34.5	5	17.2	1	3.4	29	100.0	—	29
El Reno	1	14.2	2	28.6	—	—	2	28.6	2	28.6	7	—	8	15
Muskogee	1	33.3	2	66.7	—	—	—	—	—	—	3	—	23	26
Poteau	10	31.2	11	34.4	7	21.9	1	3.1	3	9.4	32	—	6	38
Sayre	3	17.7	9	52.9	4	23.5	1	5.9	—	—	17	—	14	31
Seminole	—	—	5	83.3	1	16.7	—	—	—	—	6	—	—	6
Total Municipal	15	15.9	42	44.7	22	23.4	9	9.6	6	6.4	94	—	51	145
Grand Total	762	29.7	848	33.1	368	14.3	336	13.1	250	9.8	2,564	—	1,258	3,822

[a] See Table 20 for definition of dropout.

[b] Quintile Bands developed on basis of ACT 1959 Oklahoma College-Bound Norms.

Source: Student Enrollment Questionnaire. Form 3-B (Self-Study).

Table 22—Total Fall 1961 Undergraduate Dropouts from 33 Oklahoma Colleges by Cumulative Scholarship Status[a]

Type of Institution	Total Dropouts	Cumulative Scholarship Status[b]							
		Not Available[c]		Below Average		Average		Above Average	
		No.	%	No.	%	No.	%	No.	%
State:									
OU	855	121	14.2	360	42.1	202	23.6	172	20.1
OSU	1,119	105	9.4	337	30.1	469	41.9	208	18.6
CSC	1,126	88	7.8	538	47.8	344	30.6	156	13.8
ECSC	366	18	4.9	128	35.0	120	32.8	100	27.3
NESC	434	65	15.0	189	43.5	121	27.9	59	13.6
NWSC	257	20	7.8	78	30.4	87	33.8	72	28.0
SESC	203	25	12.3	89	43.8	46	22.7	43	21.2
SWSC	511	71	13.9	144	28.2	196	38.4	100	19.5
OCW	151	53	35.1	25	16.6	35	23.2	38	25.1
PAMC	98	16	16.4	31	31.6	39	39.8	12	12.2
LU	67	12	17.9	13	19.4	32	47.8	10	14.9
Cameron	216	36	16.7	57	26.4	88	40.7	35	16.2
Connors	70	21	30.0	12	17.1	23	32.9	14	20.0
Eastern	158	47	29.7	42	26.6	42	26.6	27	17.1
Murray	124	24	19.4	37	29.8	51	41.1	12	9.7
NEOAMC	378	81	21.4	59	15.6	79	20.9	159	42.1
NOJC	143	30	21.0	57	39.8	25	17.5	31	21.7
OMA	50	28	56.0	9	18.0	11	22.0	2	4.0
Total State	6,326	861	13.6	2,205	34.8	2,010	31.8	1,250	19.8
Private:									
Tulsa	351	64	18.2	108	30.8	78	22.2	101	28.8
Ben Hts	10	4	40.0	5	50.0	1	10.0	—	—
Bethany	135	14	10.4	40	29.6	65	48.1	16	11.9
OBU	175	13	7.4	61	34.9	65	37.1	36	20.6
OCC	89	6	6.7	21	23.6	38	42.7	24	27.0
OCU	817	138	16.9	180	22.0	285	34.9	214	26.2
Phillips	136	31	22.8	24	17.7	46	33.8	35	25.7
Bacone	83	46	55.4	20	24.1	9	10.9	8	9.6
St Greg	20	6	30.0	5	25.0	3	15.0	6	30.0
Total Private	1,816	322	17.7	464	25.6	590	32.5	440	24.2
Municipal:									
Altus	51	15	29.4	9	17.7	20	39.2	7	13.7
El Reno	15	8	53.4	2	13.3	2	13.3	3	20.0
Muskogee	33	13	39.4	2	6.1	10	30.3	8	24.2
Poteau	55	1	1.8	21	38.2	10	18.2	23	41.8
Sayre	65	41	63.1	9	13.8	12	18.5	3	4.6
Seminole	8	—	—	1	12.5	3	37.5	4	50.0
Total Municipal	227	78	34.4	44	19.4	57	25.1	48	21.1
Grand Total	8,369	1,261	15.1	2,713	32.4	2,657	31.7	1,738	20.8

[a] See Table 20 for definition of dropout.

[b] *Cumulative Scholarship Status:*

Below Average: A cumulative grade-point average of 1.4 or below.

Average: A cumulative grade-point average of between 1.5 and 2.5.

Above Average: A cumulative grade-point average of 2.6 or above.

[c] The majority of dropouts listed in this category are freshmen who left school before establishing any college credit.

doing average work at the time of their departure from the institutions in which they had been enrolled in the fall term, while more than 1,700 were doing work described by the colleges as above average.

Previous studies which have been done in the area of student attrition are generally agreed that women most often drop out in order to marry or to take a full-time job, while men drop out most frequently because of inadequate finances, or simply because they lack sufficient interest in their studies.[20] No matter what their reasons, however, students who leave college before acquiring the educational or technical skills necessary to perform at acceptable levels in the society represent a substantial loss to the state and the nation.

Employers are increasingly demanding that their potential employees be college-trained, and the time may not be far off when the individual without educational or technical training beyond high school will be excluded from entering the great majority of vocations and occupations.

In view of the contributions of higher education to both the economic and cultural well being of the individual, it is incumbent upon those in the colleges and the larger community alike to redouble their efforts to find the true reasons behind student dropout, and to take positive action to guarantee that the educational investment of the society is paying maximum dividends.

Undergraduate Transfers

It has been previously suggested that the actual number of dropouts from the fall semester of 1961 might have been somewhat below the number listed elsewhere in this report, since no differentiation was made between those who dropped out in order to transfer to another institution and those who did not go to college anywhere in the spring of 1962. No record of the number of students who transferred into Oklahoma colleges between the fall and spring semesters of the

Table 23—Scholarship Status of Undergraduate Dropouts in Oklahoma Colleges from 1961 Fall Semester,[a] by Cumulative Scholarship Status and by Level

Classification	Cumulative Scholarship Status[b]										
By Level	No. College Credit		Below Average		Average		Above Average		Not Available		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
Freshman	937	24.5	1,564	40.9	833	21.8	461	12.1	27	0.7	3,822
Sophomore	—	—	720	34.3	827	39.3	495	23.5	61	2.9	2,103
Junior	—	—	266	24.5	507	46.6	284	26.1	30	2.8	1,087
Senior	—	—	89	16.5	276	51.0	166	30.7	10	1.8	541
Special	130	15.9	74	9.1	214	26.2	332	40.7	66	8.1	816
Total	1,067	12.8	2,713	32.4	2,657	31.7	1,738	20.8	194	2.3	8,369

[a] Dropout occurred between fall enrollment, 1961 and spring enrollment, 1962.

[b] *Cumulative Scholarship Status*:

Below Average: A cumulative grade-point average of 1.4 or below.
Average: A cumulative grade-point average of between 1.5—2.5.
Above Average: A cumulative grade-point average of 2.6 or above.

Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

Note: This table should be read as follows:

About one-fourth (937, or 24.5%) of all freshman dropouts left school before establishing any college credit. Two-Fifths (40.9%) of the freshmen were doing below-average work at the time of dropout, 21.8% were doing average work and 12.1% above-average work. The records of 27 freshmen were not available. In all, there were 3,822 freshmen dropouts during the period surveyed.

---

[20] Robert E. Iffert, *Retention and Withdrawal of College Students*, (United States Office of Education, Washington, D. C., 1958), p. 92.

1961-62 academic year is available, so that there is no way of ascertaining the true attrition rate for the fall semester. However, it can be estimated that about one-fifth of the freshmen and slightly more than one-fourth of the sophomores who dropped out during or at the end of the first semester transferred to another institution at the beginning of the second semester.[21]

Although transfer data were not obtained from the institutions for the spring semester of 1962, these statistics were gathered for the fall term of 1961. Table 24 indicates that a total of 5,385 undergraduate students transferred into Oklahoma colleges and universities at the beginning of that term, a figure equal to about 10 per cent of the total undergraduate fall enrollment. In a few institutions, transfer students were almost as important a source of student supply as first-time freshmen. Oklahoma City University, for example, enrolled 348 transfers and 440 first-time freshmen in the fall of 1961, a ratio of transfers to first-time freshmen of 79.1 per cent. At the University of Tulsa the ratio between these two types was 59.3 per cent. These were the only two among the private institutions in which the ratio of transfer students to first-time freshmen exceeded 50 per cent.

Among the state-owned institutions, Central State, Northeastern State, Southeastern State, and Southwestern State Colleges enrolled more than half as many transfers as first-time freshmen. As normally would be expected, the universities and four-year institutions were much more attractive to students who wished to transfer than were the two-year institutions, the latter colleges obtaining only about one out of five new students through transfer in the fall of 1961.

Students who transferred from out-of-state institutions constituted a significant proportion of the undergraduates who transferred into Oklahoma colleges in the fall of 1961, accounting for 34.1 per cent of the total (Figure 16). For every four students from out-of-state who enrolled as first-time freshmen in the fall of 1961, three transfers also came in. In the publicly supported institutions, the ratio of non-resident transfers to non-resident first-time freshmen was 82 per cent, which means that four transfers enrolled for every five first-time freshmen from out-of-state. In the event that it should become necessary at some future date to place further restrictions on non-resident students coming into Oklahoma's publicly supported colleges and universities, it should be remembered that non-resident first-time freshmen and transfer students alike are important sources of student supply.

In-State Transfer.—An examination of Table 25 reveals that 3,471—or three-fifths of the total transfers into Oklahoma colleges in the fall of 1961—were students who had previously been enrolled in another Oklahoma institution.

Of the 3,471 fall transfers among Oklahoma colleges, 2,837 transferred into state-supported institutions, and 634 transferred into private and municipal institutions. As a type of institution, the four-year colleges transferred the most students in from other types, 1,281, while sending the smallest number of transfers out to other types, 679, gaining a total of 602 students in the exchange. University-type institutions transferred in 960 students from other types and transferred out 882, gaining 78 students in the process. The two-year colleges transferred out the most students to other types, 988, while transferring in the least, 308, a difference of 680 transfers.

Among the state-supported colleges, Oklahoma State University accepted the greatest number of transfer students, 678, about half of which came from the junior colleges. Central State College was the recipient of the next greatest number, 602, followed by Northeastern State College with 351. Langston University, Oklahoma Military Academy, and Connors State Agricultural College attracted the least number of transfers, with fewer than 20 such students enrolling in each of these institutions. Among the private colleges, only the

---

[21] Results of a national survey published in 1958 show that among a group of students who discontinued their attendance during or at the end of their first year of registration, 21.3 per cent transferred to another institution before the fall semester of the following year. The percentage of transfer for the sophomore dropouts was 28.2 per cent. See Robert E. Iffert, *Retention and Withdrawal of College Students*, U. S. Department of Health, Education and Welfare, Office of Education, (Washington, D. C., 1958), p. 81.

Table 24—Fall 1961 Undergraduate Transfers into Oklahoma Colleges by Institution, by Type of Control and by Sex

Institution	Transfers In								
	From Oklahoma			From Out-of-State			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
State:									
OU	234	96	330	208	126	334	442	222	664
OSU	503	175	678	200	77	277	703	252	955
CSC	414	188	602	101	44	145	515	232	747
ECSC	91	50	141	18	16	34	109	66	175
NESC	283	68	351	40	19	59	323	87	410
NWSC	38	11	49	13	9	22	51	20	71
SESC	83	39	122	42	15	57	125	54	179
SWSC	147	49	196	124	29	153	271	78	349
OCW	—	40	40	—	20	20	—	60	60
PAMC	30	12	42	32	10	42	62	22	84
LU	3	1	4	3	4	7	6	5	11
Cameron	62	30	92	117	20	137	179	50	229
Connors	7	8	15	1	—	1	8	8	16
Eastern	40	7	47	14	2	16	54	9	63
Murray	17	3	20	4	—	4	21	3	24
NEOAMC	51	6	57	41	10	51	92	16	108
NOJC	30	8	38	—	—	—	30	8	38
OMA	13	—	13	9	1	10	22	1	23
Total State	2,046	791	2,837	967	402	1,369	3,013	1,193	4,206
Private:									
Tulsa	137	72	209	141	57	198	278	129	407
Ben Hts	—	—	—	1	2	3	1	2	3
Bethany	8	15	23	39	32	71	47	47	94
OBU	25	10	35	50	28	78	75	38	113
OCC	17	6	23	13	5	18	30	11	41
OCU	185	68	253	58	37	95	243	105	348
Phillips	16	13	29	16	18	34	32	31	63
Bacone	11	4	15	9	5	14	20	9	29
St Greg	5	—	5	11	—	11	16	—	16
Total Private	404	188	592	338	184	522	742	372	1,114
Municipal:									
Altus	4	4	8	6	6	12	10	10	20
El Reno	5	2	7	1	1	2	6	3	9
Muskogee	2	5	7	3	2	5	5	7	12
Poteau	3	1	4	—	—	—	3	1	4
Sayre	12	3	15	2	2	4	14	5	19
Seminole	—	1	1	—	—	—	—	1	1
Total Municipal	26	16	42	12	11	23	38	27	65
Grand Total	2,476	995	3,471	1,317	597	1,914	3,793	1,592	5,385

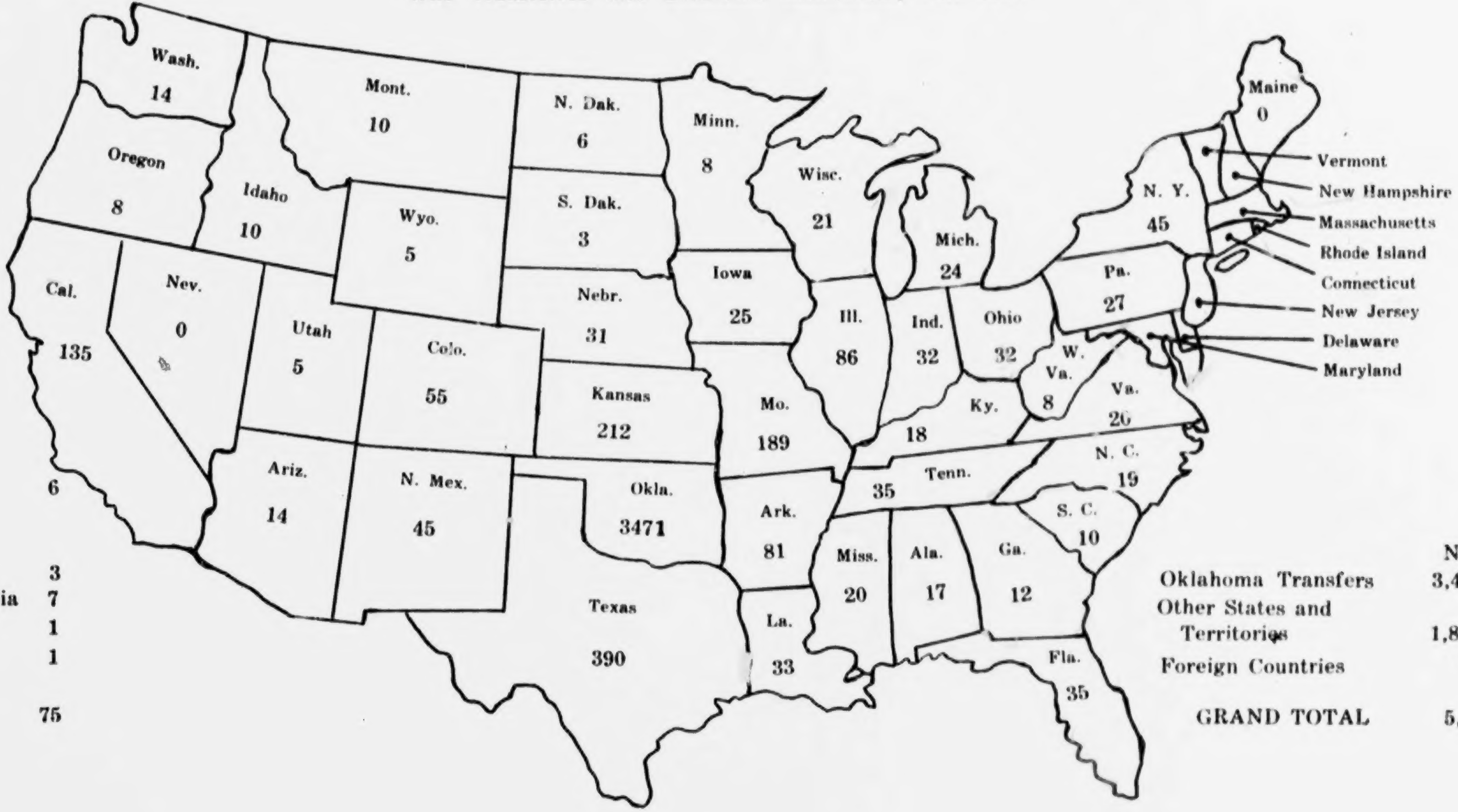
Source: Student Enrollment Questionnaire, Form 3-B (Self-Study).

Table 25—Fall 1961 Transfer of Undergraduate Students among 33 Oklahoma Colleges

	OU	OSU	CSC	ECSC	NESC	NWSC	SESC	SWSC	OCW	PAMC	LU	Cameron	Connors	Eastern	Murray	NEO AMC	NOJC	OMA	Tulsa	Ben Hts	Bethany	OBU	OCC	OCU	Phillips	Bacone	St. Greg	Altus	El Reno	Muskogee	Poteau	Sayre	Seminole	Total (Transfers In)
OU	xx	54	38	22	9	10	12	8	7	3	1	38	1	9	9	5	4	—	18	3	1	21	6	28	5	—	7	4	1	1	2	2	1	330
OSU	39	xx	49	15	42	28	13	30	11	9	1	72	25	46	24	64	57	9	28	4	3	25	20	26	15	1	3	11	5	1	2	—	—	678
CSC	123	108	xx	25	18	6	11	19	9	1	20	29	5	7	7	10	18	2	9	3	17	23	19	91	8	1	1	4	3	—	1	3	1	602
ECSC	18	17	3	xx	4	1	2	2	1	2	—	7	7	10	29	2	1	—	2	—	1	9	6	3	2	3	2	1	—	—	2	—	4	141
NESC	32	70	—	6	xx	—	6	4	—	—	—	—	49	42	3	37	3	8	30	7	1	4	—	5	2	17	1	—	—	13	11	—	—	351
NWSC	7	10	—	—	1	xx	1	2	—	4	—	—	1	—	1	—	15	—	—	—	—	2	—	1	4	—	—	—	—	—	—	—	—	49
SESC	17	13	—	8	3	1	xx	—	—	1	—	10	—	25	16	1	1	—	2	—	2	7	4	1	1	2	—	1	—	—	6	—	—	122
SWSC	30	32	12	2	3	11	2	xx	2	2	1	19	—	1	—	—	5	2	1	4	3	7	1	6	2	—	—	33	1	—	—	14	—	196
OCW	9	9	3	1	1	—	—	2	xx	1	—	7	2	—	1	—	—	—	1	—	1	1	—	—	—	—	—	—	—	—	1	—	—	40
PAMC	2	9	1	2	1	2	—	10	1	xx	—	1	4	—	—	—	2	—	—	—	1	2	—	1	—	—	1	—	—	—	—	2	—	42
LU	—	—	—	—	—	—	—	—	—	—	xx	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	—	—	4
Cameron	23	29	7	3	1	—	—	8	2	1	—	xx	1	—	3	—	—	1	1	—	—	4	1	2	—	3	—	1	—	—	1	—	—	92
Connors	—	1	—	2	11	—	—	—	—	—	—	—	xx	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15
Eastern	1	14	—	3	2	1	4	2	—	—	1	—	1	xx	3	—	1	—	6	1	—	2	1	1	—	—	—	—	—	—	3	—	—	47
Murray	2	4	1	3	2	1	4	2	—	—	—	—	—	—	xx	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	20
NEOAMC	8	15	3	2	10	—	1	—	—	—	—	—	2	2	1	xx	—	1	8	—	1	1	1	—	1	—	—	—	—	—	—	—	—	57
NOJC	3	22	2	—	1	—	1	—	—	1	—	—	—	—	—	—	xx	—	—	—	2	2	1	1	2	—	—	—	—	—	—	—	—	38
OMA	—	3	—	—	2	—	—	1	—	—	—	—	1	—	—	1	—	xx	3	—	—	1	—	—	—	—	1	—	—	—	—	—	—	13
Tulsa	55	63	2	1	25	—	1	1	2	—	—	5	1	2	1	9	1	2	xx	19	—	6	3	1	7	1	—	—	—	1	—	—	—	209
Ben Hts	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	xx	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bethany	6	2	2	6	—	2	2	—	—	—	—	—	—	—	—	—	1	—	—	—	xx	—	—	2	—	—	—	—	—	—	—	—	—	23
OBU	4	4	1	1	—	—	3	2	—	—	—	2	2	—	1	1	2	—	4	—	—	xx	—	—	2	—	—	—	—	—	5	—	1	35
OCC	5	3	7	1	1	—	1	—	—	—	—	1	—	—	1	—	—	—	—	—	—	—	xx	1	—	1	—	—	—	—	—	1	—	23
OCU	74	37	56	7	2	5	3	5	4	4	1	2	—	2	—	—	1	2	13	—	7	7	11	xx	2	—	2	1	1	—	—	4	—	253
Phillips	3	14	1	—	—	1	—	1	2	1	—	1	—	—	—	—	3	—	—	—	1	—	—	1	xx	—	—	—	—	—	—	—	—	29
Bacone	—	3	—	—	8	—	—	—	—	—	—	—	3	—	—	—	—	—	—	—	—	1	—	—	—	xx	—	—	—	—	—	—	—	15
St. Greg	3	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	xx	—	—	—	—	—	—	5
Altus	—	2	—	—	—	—	—	4	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	xx	—	—	—	—	—	8
El Reno	3	1	1	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	xx	—	—	—	—	7
Muskogee	—	—	—	—	5	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	xx	—	—	—	7
Poteau	—	2	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	xx	—	—	4
Sayre	3	—	1	—	—	—	—	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	xx	—	15
Seminole	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	xx	1
Total (Transfers out)	470	543	190	111	152	69	67	114	43	30	25	196	106	147	100	131	115	27	126	41	41	126	74	172	53	31	18	56	11	19	34	26	7	3,471

Note: This table should be read as follows. Read *across* to find out how many students transferred into an institution from other Oklahoma institutions. Read *down* to find out how many students transferred out of an institution into other institutions. Example: A total of 330 students transferred into the University of Oklahoma from other Oklahoma institutions, while the University of Oklahoma transferred out a total of 470 students to other Oklahoma institutions.

Figure 16—Geographic Origin of Undergraduate Students Who Transferred into Oklahoma Institutions, Fall 1961


Wash.
14
Oregon
8
Cal.
135
Nev.
0
Idaho
10
Mont.
10
Wyo.
5
Utah
5
Colo.
55
Ariz.
14
N. Mex.
45
N. Dak.
6
S. Dak.
3
Nebr.
31
Kansas
212
Okla.
3471
Texas
390
Minn.
8
Iowa
25
Mo.
189
Ark.
81
La.
33
Wisc.
21
Ill.
86
Miss.
20
Mich.
24
Ind.
32
Ky.
18
Tenn.
35
Ala.
17
Ohio
32
W. Va.
8
Va.
20
N. C.
19
S. C.
10
Ga.
12
Fla.
35
Pa.
27
N. Y.
45
Maine
0

Vermont	2
New Hampshire	2
Massachusetts	15
Rhode Island	2
Connecticut	7
New Jersey	5
Delaware	2
Maryland	46

Other States	
Hawaii	6
Territories	
Canal Zone	3
District of Columbia	7
Puerto Rico	1
Virgin Islands	1
Foreign Countries	75

	No.	%
Oklahoma Transfers	3,471	64.5
Other States and Territories	1,839	34.1
Foreign Countries	75	1.4
GRAND TOTAL	5,385	100.0

University of Tulsa and Oklahoma City University attracted a significant number of in-state transfers, a total of 209 and 253 students respectively. No other private or municipal college enrolled as many as 50 transfers from other Oklahoma institutions.

The above statistics indicate that students in Oklahoma colleges and universities are highly mobile, with approximately 10 per cent of the undergraduate student body moving from one college into another in the fall of 1961. This interchange of scholars between and among institutions is of such magnitude as to call for close study on the part of those institutions and agencies involved to insure that students transferring from one institution to another do not have their educational or vocational careers thwarted or needlessly delayed in the process. It is thus highly important that there be articulation among the colleges with regard to courses and sequences of study in the various types of sending and receiving institutions.

Moreover, the high incidence of transfer into and among state-supported institutions would suggest that present policies relating to transfer should be reviewed to ascertain whether more uniform practices with regard to these areas should be developed.

Part VII—The Projection of Higher Education Enrollments In Oklahoma to 1975

Fundamental to any appraisal of need in higher education is a determination of the size of the student population to be served. Adequate planning cannot go forward, either at the institutional or at the state level, unless some recognition is given to the potential magnitude of the task ahead. For this reason, high priority has been given to the development of enrollment projections for Oklahoma higher education—both public and private—through the year 1975.

No attempt has been made in this report to forecast the enrollment of students on an institution-by-institution basis. A projection for an individual institution must take into account the conditions peculiar to that situation alone, including such things as past enrollment trends and plans for future expansion—or possible curtailment—of facilities and programs. Since these kinds of enrollment and planning data were not available for many of the 33 colleges and universities participating in the Self-Study, it was not considered feasible to attempt individual projections. Instead, two projections were plotted—one for the state-supported institutions and another for the private and municipal colleges. These separate projections were then combined into a single, state-wide forecast for each year from the present through 1975.

The development of enrollment projections for a decade or more is not a simple assignment. Even though there are a number of reasonably sound and well-established techniques for making projections, none of these methods, either singly or in combination with others, as yet enjoys the status of an exact science. However, a long-range projection need not predict the actual number of students to be enrolled in order to be useful for most planning needs, as long as it indicates the general direction of the enrollment trend and gauges the number of potential students within reasonable limits.

Assumptions Underlying the State Regents' Enrollment Projections

Although the assumptions underlying enrollment projections are of necessity somewhat subjective in nature (since they deal with future events), they are usually arrived at only after a careful consideration of historical trends and experiences, so that an element of continuity with the past is built into the end product. The assumptions controlling the State Regents' projections were developed only after a thorough analysis was made of such data as past enrollment trends, population statistics and trends, attrition rates in Oklahoma high schools and colleges, the relationships between high school graduates and enrollments in college, the migration rates of students into and out of Oklahoma, and other available data of like character.

Even though every attempt was made to gain insight from the above kinds of objective analyses, however, certain judgmental factors also had to be brought into play. The following assumptions have been made and serve as the basis for the projections.

1. It has been assumed that the population of the State of Oklahoma will continue to increase at approximately the same rate as over the past decade. This would mean a very negligible increase of 4% over the next decade.
2. It has been assumed that there will be no new institutions of higher education established in Oklahoma over the next thirteen years, nor will the present institutions radically alter their present functions.
3. The assumption has been made that there will be no major wars or disasters which would seriously affect the college-going patterns of Oklahoma youth.
4. It has been assumed that the basic policies regarding standards for admission to and retention in state-owned institutions of higher education will remain unchanged in the next thirteen years.
5. It has been assumed that the proportion of total students in Oklahoma higher education enrolled in state-owned institutions will slowly increase from slightly less than four-in-five in 1961 to slightly more than four-in-five by 1975.
6. It has been assumed that the rates at which Oklahoma's young people remain in and graduate from elementary and secondary schools will approximate those of the past two years.
7. The assumption has been made that the dropout and graduation rates in Oklahoma colleges and universities will remain approximately the same as those of the past three years.
8. It has been assumed the proportion of students coming to Oklahoma colleges from outside the state will remain constant in relation to the proportion of Oklahoma resident students.
9. It has been assumed that the ratio between total fall freshmen in Oklahoma colleges and universities and Oklahoma spring high school graduates will increase from 68.6% in 1961 to 77.3% in 1975.
10. It has been assumed that the migration of college-age youth into and out of Oklahoma will remain substantially the same as that pattern established within the past five years.

After the above assumptions were made with regard to the conditions most likely to affect Oklahoma higher education in the future, the next step in the process was the selection of a reliable forecasting method. Over the years, a number of these projection methods and techniques have been developed, three of which will be described in the paragraphs to follow.

Methods Used to Forecast Higher Education Enrollments

The Curve-Fitting Method.—A projection technique that is sometimes employed to forecast enrollments in individual colleges and universities is the "curve-fitting" method.[22] This technique consists of determining the functional relationship between past enrollments and years, then the projection of this functional relationship forward to the year or years for which the potential enrollment is desired. The chief drawback to the use of this method lies in its complexity: it does not lend itself either to ready application or explanation. In addition, "It is questionable that a curve-fitting technique will produce more nearly correct projections than would some other method in which the variables are as carefully defined and controlled. It is entirely possible that a curve which fits enrollment data for a past group of years will fail as a projection device for the next few years."[23]

The Ratio Method.—Another projection technique which has gained recognition in recent years is known as the "ratio" method, so called because a ratio is developed between college enrollments and the college-age population of which these persons are a part. In most projections using the ratio method, the college-age population is considered to be the age group 18 through 21 years of age. A weakness of the ratio method is that it can create the impression that the nation or a state is making progress in providing its young people with suitable education beyond the high school, when in reality it is falling behind in its responsibilities. For example, it is possible for the *ratio* of college students to the total population 18 through 21 years of age to be rising, even though the actual *percentage* of high school graduates going on to college is declining. This statistical phenomenon can occur when large numbers of students above the age of 21 are enrolled in college.

---

[22] For a description of this and other projection methods, see L. J. Lins, *Methodology of Enrollment Projections for Colleges and Universities*, American Association of Collegiate Registrars, (March, 1960), pp. 8-20.

[23] *Ibid.*, p. 10.

The Cohort-Survival Method. — Another recognized and widely used projection technique is the "cohort-survival" method. This method was selected for projecting Oklahoma higher education enrollments because it appeared to be the best of the methods and techniques reviewed in the light of prevailing conditions within the state.

The word "cohort" was originally used to designate a unit in the Roman army. The term now has come to refer to a group of individuals possessing certain characteristics in common. The "cohort-survival" projection technique is based upon the extent to which a given group of students (the "cohort") survives grade-by-grade from first grade through college. A series of ratios is computed to show the survival of a class from first grade to second grade, from second grade to third, from third to fourth, etc., until the remaining "cohort" graduates from college.

The "cohort-survival" method is superior to the "ratio" method in that it provides more detailed information concerning the projected enrollments. Because it is based on a grade-by-grade analysis of enrollments in the elementary and secondary schools, it is able to predict the potential number of high school graduates with reasonable accuracy. It thus takes into account all of those, and only those, who are eligible to go to college. As a consequence, it is much more sensitive as a predictor, since it responds immediately to retention and graduation rates in the public schools.

Survival Statistics in Oklahoma Schools and Colleges

After the decision had been made that the cohort-survival method was to be used for the Oklahoma projections, the first step was to develop a series of survival ratios for students enrolled in Oklahoma elementary and secondary schools. Using enrollment data provided by the Finance Division of the Oklahoma State Department of Education, a careful study was made of public school enrollment trends since the mid-1950's. It was determined that public school enrollments for the two-year period 1959-60 and 1960-61 provided the soundest basis for projecting year-by-year survival ratios. Following are the survival ratios used to project the high school graduates, and the number of children per 1,000 in Grade 1 who can be expected to survive to high school graduation.

Grade or Level	*Ratio of Survivors To Preceeding Year*		*No. of Surviving Students*
Grade 1 (Entering)	**---**		**1,000**
Grade 2	**94.5**		**945**
Grade 3	**98.8**		**934**
Grade 4	**98.5**		**920**
Grade 5	**99.5**		**915**
Grade 6	**99.5**		**910**
Grade 7	**101.5**		**924**
Grade 8	**98.4**		**909**
Grade 9	**98.4**		**894**
Grade 10	**94.2**		**842**
Grade 11	**90.5**		**762**
Grade 12	**88.5**		**674**
Survival rate in Grade 12	91.2	No. of H. S. Grads	615

On the basis of the above survival ratios, of every 1,000 students who enroll in Grade 1, only 615 can be expected to persist to high school graduation. Of these high school graduates, 369 students (60%) can be expected to start to college, and about 155 students (42%) will likely graduate from an Oklahoma college or university four years later. Thus, on the basis of recent enrollment statistics, about 15 out of 100 students who enter the first grade can be expected to graduate from college.

Table 26—Projection of Fall College Enrollments in State-Owned Institutions to 1975[a] by Level

Year	Oklahoma H.S. Grads.	Ratio College Freshmen to H.S. Grads.	Fresh-men	Sopho-mores	Juniors	Seniors	Total Undergrads.	Special & Unclass.	Okmulgee Tech.	Grad.[b]	Grand Total
1959	25,846	.492	12,707	8,715	6,282	6,307	34,011	2,094	1,277	4,180	41,562
1960	26,430	.511	13,509	9,019	6,779	6,392	35,699	1,907	1,304	4,362	43,272
1961[c]	27,638	.541	14,950	9,914	7,195	6,850	38,909	1,613	1,376	5,186	47,084
1962	27,066	.551	14,913	10,794	7,802	7,325	40,834	1,500	1,445	5,445	49,324
1963	26,039	.561	14,608	10,767	8,495	7,942	41,812	1,500	1,517	5,717	50,546
1964	28,309	.571	16,164	10,547	8,474	8,648	43,833	1,500	1,593	6,002	52,928
1965	32,805	.576	18,896	11,670	8,300	8,627	47,493	1,500	1,673	6,500	57,166
1966	31,325	.581	18,200	13,643	9,184	8,449	49,476	1,500	1,740	6,617	59,333
1967	30,621	.586	17,944	13,140	10,737	9,349	51,170	1,500	1,810	6,948	61,428
1968	30,575	.591	18,070	12,956	10,341	10,930	52,297	1,500	1,882	7,295	62,974
1969	31,462	.596	18,751	13,047	10,196	10,527	52,521	1,500	1,957	8,043	64,021
1970	31,982	.601	19,221	13,538	10,268	10,380	53,407	1,500	2,035	8,269	65,211
1971	33,423	.606	20,254	13,878	10,654	10,453	55,239	1,500	2,116	8,445	67,300
1972	33,957	.611	20,748	14,623	10,922	10,948	57,241	1,500	2,200	8,867	69,808
1973	34,457	.616	21,225	14,980	11,508	11,119	58,832	1,500	2,288	9,310	71,930
1974	33,850	.621	21,021	15,324	11,789	11,715	59,849	1,500	2,380	9,775	73,504
1975	33,450	.626	20,940	15,177	12,060	12,001	60,178	1,500	2,475	10,264	74,417

Ratios: Sophomores to Freshmen previous year: .722
Juniors to Sophomores previous year: .787
Seniors to Juniors previous year: 1.018
Okmulgee Tech: Based on increase of 5 per cent per year
Graduates: Based on average annual increase of 5 per cent

[a] Includes degree-credit students enrolled on the main campuses of institutions, whether full or part-time, day or evening. Also includes enrollment in all separately budgeted constituent agencies of The Oklahoma State System of Higher Education. Excludes students enrolled in resident centers, those enrolled in extension classes, and those taking work by correspondence.

[b] Includes Law, Medicine, and Veterinary Medicine.

[c] Index year. Figures above the line are actual enrollments.

Projection of Oklahoma High School Graduates

The above survival ratios were applied to the students now enrolled in Oklahoma elementary and secondary schools to arrive at the potential numbers of high school graduates for the next twelve years.

Table 26 reveals that the number of graduates is expected to decline from a total of 27,638 in the spring of 1961 to a low of 26,039 in 1963, then rebound to an all-time high of nearly 33,000 in the spring of 1965. The number of graduates will average about 31,000 each spring between 1965 and 1970, when another series of moderate increases is expected to begin. In 1973, about 34,500 seniors should be graduating from Oklahoma high schools.

The foregoing are not hypothetical graduation figures, since the students who will be graduating between now and 1973 are already enrolled in Oklahoma elementary and secondary schools. These statistics are conservative, since the dropout ratios used in the preparation of these projections were predicated on the attrition rates which existed in Oklahoma elementary and secondary schools in the years 1959-60 and 1960-61. It is logical to expect that the high schools will retain a somewhat higher proportion of their students in 1970 than in 1960, so that the number of graduates from the state's high schools should be consistently greater than those projected in this study.

Table 27—Projection of Fall College Enrollments in Private and Municipal Colleges to 1975 by Level

Year	Oklahoma H.S. Grads.	Ratio College Freshmen to H.S. Grads.	Freshmen	Sophomores	Juniors	Seniors	Total Undergrads.	Special & Unclass.	Grad.[a]	Grand Total
1959	25,846	.147	3,811	2,554	1,757	1,445	9,567	2,690	1,043	13,300
1960	26,430	.148	3,924	2,549	1,770	1,500	9,743	2,360	1,043	13,146
1961	27,638	.145	4,002	2,517	1,778	1,474	9,771	2,102	1,077	12,950
1962	27,066	.147	3,979	2,701	1,782	1,526	9,988	2,000	1,120	13,108
1963	26,039	.147	3,828	2,686	1,912	1,529	9,955	2,000	1,165	13,120
1964	28,308	.147	4,161	2,584	1,902	1,640	10,287	2,000	1,212	13,499
1965	32,805	.147	4,822	2,809	1,829	1,632	11,092	2,000	1,260	14,352
1966	31,325	.147	4,605	3,255	1,989	1,569	11,418	2,000	1,310	14,728
1967	30,621	.147	4,501	3,108	2,305	1,707	11,621	2,000	1,362	14,983
1968	30,575	.147	4,495	3,038	2,200	1,978	11,711	2,000	1,416	15,127
1969	31,462	.147	4,625	3,034	2,151	1,888	11,698	2,000	1,473	15,171
1970	31,982	.147	4,701	3,122	2,148	1,846	11,817	2,000	1,532	15,349
1971	33,423	.147	4,913	3,173	2,210	1,843	12,139	2,000	1,593	15,732
1972	33,957	.147	4,992	3,316	2,246	1,896	12,450	2,000	1,657	16,107
1973	34,457	.147	5,065	3,370	2,348	1,927	12,710	2,000	1,723	16,433
1974	33,850	.147	4,976	3,419	2,386	2,015	12,796	2,000	1,792	16,588
1975	33,450	.147	4,917	3,359	2,421	2,047	12,744	2,000	1,864	16,608

Ratios:		
	Freshmen to H.S. Graduates previous year	.147
	Sophomores to Freshmen previous year:	.675
	Juniors to Sophomores previous year:	.708
	Seniors to Juniors previous year:	.858
	Graduates: Based on annual increase of 4 per cent	

[a] Includes Law.

Projection of Total College Enrollment

The final step in the projection was the development of a ratio between past high school spring graduates and freshmen who enrolled in the fall at Oklahoma colleges and universities. This ratio was then applied to project the number of college freshmen to the year 1975. A system of ratios was next developed "surviving" these college freshmen through the four years of college. These ratios were computed on the basis of the enrollments in the three fall semesters 1959, 1960, and 1961. Because it was not possible to establish a meaningful set of ratios between graduate enrollments and enrollments at other levels, a separate set of projections was made for graduate students, using ratios derived from recently established enrollment trends at the graduate level. The same kind of separate projections were made for the Oklahoma State University School of Technical Training at Okmulgee and for certain other kinds of special and unclassified students.

Total enrollments in Oklahoma colleges and universities is expected to rise from 60,000 in the fall of 1961 to about 71,000 in 1965, to 80,000 by 1970, and to a high of more than 91,000 by the year 1975 (Table 28). During this period, the state-supported institutions will increase at a faster rate than the private and municipal colleges, rising from about 47,000 students in 1961 to more than 74,000 by 1975, an increase of about 27,000 students and a percentage gain of some 58.1 per cent. The private and municipal institutions are expected to increase from 12,950 students in 1961 to more than 16,500 by 1975, a numerical increase of about 3,500 students and a

Table 28—Projection of Fall College Enrollments in Oklahoma to 1975 by Type of Institutional Control[a]

Year	Type of Control				Total	
	State-Owned		Private and Municipal			
	No.	Index	No.	Index	No.	Index
1959	41,562	88.3	13,300	102.7	54,862	91.4
1960	43,272	91.9	13,146	101.5	56,418	94.0
1961[b]	47,084	100.0	12,950	100.0	60,034	100.0
1962	49,324	104.8	13,108	101.2	62,432	104.0
1963	50,546	107.4	13,120	101.3	63,666	106.0
1964	52,928	112.4	13,499	104.2	66,427	110.6
1965	57,166	121.4	14,352	110.8	71,518	119.1
1966	59,333	126.0	14,728	113.7	74,061	123.4
1967	61,428	130.5	14,983	115.7	76,411	127.3
1968	62,974	133.7	15,127	116.8	78,101	130.1
1969	64,021	136.0	15,171	117.2	79,192	131.9
1970	65,211	138.5	15,349	118.5	80,560	134.2
1971	67,300	142.9	15,732	121.5	83,032	138.3
1972	69,808	148.3	16,107	124.4	85,915	143.1
1973	71,930	152.8	16,433	126.9	88,363	147.2
1974	73,504	156.1	16,588	128.1	90,092	150.1
1975	74,417	158.1	16,608	128.2	91,025	151.6

[a] Includes degree-credit students enrolled on the main campus of institutions, whether full or part-time, day or evening. Excludes students enrolled in resident centers, those enrolled in extension classes, and those taking work by correspondence.

[b] Index year. Figures above the line are actual enrollment.

percentage increase of 28.2 per cent. In the state-owned and private colleges combined, a percentage increase of 51.6 per cent is envisioned by the year 1975.

It is highly significant for purposes of planning that more than 50 per cent of the expected enrollment increases over the next decade and a half is expected to occur by the fall of 1967, just five years hence. These increases will be triggered by the movement of an unusually large number of high school graduates into the colleges in the fall semesters of 1964 and 1965. Between 1964 and 1965 alone, total enrollment is expected to increase by more than 5,000 students.

Previous Projections for Oklahoma.—It should be emphasized that the above enrollment forecasts are conservative. The actual enrollments in Oklahoma colleges during the next few years are more likely to exceed than to fall below the figures presented in this projection. Other forecasts which have been made for Oklahoma generally show greater potentials than those outlined here. For instance, a projection published by the American Association of Collegiate Registrars and Admissions Officers in September of 1961 points out that Oklahoma enrollments could go as high as 97,000 by 1975, assuming that the trend of percentage increases established over the past few years remains unchanged.[24] A study recently published by Oklahoma State University indicates that there will be between 82,000 and 103,000 students in the state's colleges and universities by the year 1970, both figures being above the Regents' staff projections for the same year.[25]

Statistics from the AACRAO and Oklahoma State University projections are presented below, along with the comparable State Regents' projection figures for the years indicated.

Year	*State Regents*	*Thompson "A"*	*Thompson "B"*	*OSU "4"*	*OSU "1"*
1962	62.432	59.869	63.773	-----	-----
1965	71,518	62.240	72,388	66.292	78.609
1970	80.560	64.722	85.827	82,217	103.375
1975	91.025	65.560	97.627	-----	-----

It should be noted that most projections are developed in series, with each series representing a different set of assumptions. The "Thompson A" series above was formulated on the assumption that the ratio between the college-age population in Oklahoma and the students enrolled in Oklahoma institutions in the fall of 1960 would remain constant. The "Thompson B" series was based on the assumption that the college enrollment trends established in the decade 1950 to 1960 would continue indefinitely. The "OSU 4" and "OSU 1" series were likewise based on differing sets of assumptions, with the "4" series representing the minimum potential and the "1" series the possible maximum.

A Final Word.—One final caution should probably be added with respect to the use of the projection data presented in this report. An enrollment projection should not be equated with a prediction, but should rather be viewed as an algebraic equation, with one side of the equation representing the assumptions of conditions expected to prevail within a given area at a given time, and the other side representing the number of potential students in college. It can be seen that if the conditions upon which the assumptions are based should change, then the projection figures would need to be revised accordingly in order to balance the equation. To be of maximum benefit for planning purposes, projections should be revised annually—or at least biennially—in the light of changing conditions.

---

[24] Ronald B. Thompson, *Enrollment Projections for Higher Education*: 1961-1978, American Association of Collegiate Registrars and Admissions Officers, (September, 1961), p. 24.

[25] *Oklahoma State University Enrollment and Degrees Conferred, 1951-1958, and Forecasts of Enrollment, 1960-1970.* Institutional Self-Study Program, Millard Scherich, Director, (January, 1962), p. 128.

Part VIII—Findings, Conclusions, and Recommendations

One of the factors which distinguishes American higher education from those systems developed in other countries of the world is the great diversity in the types and sizes of its institutions. American colleges range in size from fewer than 100 students to more than 30,000, and in type from multi-purpose universities offering Ph. D. degrees in a dozen or more fields to technical schools awarding diplomas or certificates in only one field at the end of one or two years of study. In view of these great differences among institutions, it is hardly surprising that there are also wide variations in the intellectual, educational and cultural characteristics of their student bodies.

The students of the future will certainly not be less varied in their characteristics than those of the past. In fact, it is reasonable to assume, for Oklahoma as well as the nation, that as the percentage of high school graduates going on to college increases, the spread in student aptitude, achievement, and social background will widen rather than lessen.

If Oklahoma is to meet the varied needs of these young people for education beyond the high school, then it would appear to follow that its colleges and universities must be capable of educating student bodies of far greater diversity than those now on the campuses. It can be expected, therefore, that present functions and programs of institutions probably will not be adequate to the task. In such event, new programs will need to be created and existing ones expanded if all qualified students are to have the opportunity to develop their abilities to the maximum.

Up to the present time, Oklahoma has been in the forefront among the states in providing the opportunity for its young people to pursue their educational aspirations beyond the high school. There is no denying the desirability of maintaining and extending this opportunity. At the same time, every effort must be made to safeguard and upgrade the quality of the product turned out by Oklahoma's institutions of higher learning. If these goals are to be realized, however, those in positions of leadership in Oklahoma higher education must in the future be equally as concerned with guiding students into the right institutions and institutional programs as in preparing places for them to eat, sleep, and attend classes.

In order to make wise decisions with respect to the destiny of future college students, those charged with the planning function in Oklahoma higher education must be furnished with facts about the potential numbers and characteristics of students to be enrolled in the years aread. The findings, conclusions and recommendations from this study represent what are considered to be the most important of these facts, as well as their implications for the improvement of Oklahoma higher education in the decades to follow.

FINDINGS

Population Characteristics

1. Although the total population of Oklahoma has remained relatively static over the past two decades, there have been decided and significant shifts within and among age groups during the same period. Between 1940 and 1960, the college-age population (18 to 24) declined by 84,000. During this same period, the number of resident citizens over 55 years of age increased by 50 per cent.
2. There has been a marked rural to urban shift in the state's population during the last two decades. In 1940, nearly two-thirds of the people in Oklahoma lived on farms or in communities whose population was less than 2,500. By 1960, the reverse was true, with nearly two-thirds of the people living in cities of 2,500 or more population.
3. Even though the state increased in population by nearly 100,000 between 1950 and 1960, sixty-four of the seventy-seven counties in Oklahoma lost population during this decade.
4. In 1940, over 30 per cent of the state's gainfully employed were engaged in farming, either as laborers, foremen, or farm managers. By 1960, less than 10 per cent were so employed.

5. In 1960, Oklahoma ranked ninth among ten states in the region in median family income, but ranked second among these same states in the proportion of college-age population enrolled in school.

6. The median age of Oklahoma's population has been steadily rising for the past two decades. In 1940, the median age of citizens in the state was 26.2 years; by 1960, it had climbed to 30.0 years.

Student Chacteristics

7. Statistically, men have a much better chance of entering and graduating from college in Oklahoma than do women. At the freshman level men outnumber women about six to four; at the senior level, men outnumber women about seven to three.

8. Of the total college enrollment, about 54 per cent are classified as freshmen and sophomores; 30 per cent are juniors and seniors; 10 per cent are graduate students; and 6 per cent are unclassified.

9. In the fall of 1961, about one-fourth of all college students in Oklahoma were 24 years of age or older, and about one-third were above 21 years of age. At the graduate level, one-half of the students were above 30 years of age.

10. In the fall of 1961, Oklahoma colleges and universities housed about 21,000 single students and another 8,000 people (students and their families) in married housing units. This was about 50 per cent of the single students and 15 per cent of the married students enrolled in that semester.

11. About 3,600 students at the state universities—more than one-fifth of the single students in the two institutions—were housed in social fraternities and sororities in the fall semester of 1961.

12. More than 15,000 out of a total of 60,000 students enrolling in Oklahoma higher education in the fall of 1961 were married. The distribution among the various academic levels was as follows: Freshmen, 10%; Sophomores, 16.6%; Juniors, 27.3%; Seniors, 39.5%; and Graduates, 60.8%.

13. Of every 100 first-time freshmen enrolled in all Oklahoma institutions of higher learning in the fall semester of 1961, 83 were from Oklahoma; 16 came from other states and territories; and 1 was from a foreign country.

14. The enrollment of women in Oklahoma higher education has been increasing at a rate more than twice that of men for the past several years. During the period 1959-1961, the main-campus fall enrollment of women in The Oklahoma State System of Higher Education rose from 12,595 to 15,262, a numerical increase of 2,667 and a percentage gain of 21.2 per cent. The enrollment of men increased during the same period from 27,054 to 29,725, a numerical increase of 2,399 and a percentage increase of 9.7 per cent. The rates of increase in the State System by academic level and by sex from 1959-1961 follow:

	Per Cent of Increase (1961 over 1959)	
Level	*Men*	*Women*
Freshman	14.7	23.2
Sophomore	5.5	31.9
Junior	9.9	26.2
Senior	3.6	23.4
Graduate	27.4	17.4

15. In 1961, a significantly larger proportion of high school graduates living in central and western Oklahoma counties enrolled in college than did high school graduates in eastern counties.

16. With the exception of Oklahoma State University and Langston University, a majority of the resident freshmen enrolled in institutions of the State System in Oklahoma live within a 50 mile radius of the college of attendance.

17. Of every 100 children who enter the first grade in Oklahoma public schools about 61 graduate from Oklahoma high schools. From 61 high school graduates, 37 enter college and 15 receive baccalaureate degrees.

Enrollment Trends

18. In the past two decades, the number of Oklahoma high school graduates going to college has doubled. In the fall of 1962, 60 per cent of the state's high school graduates enrolled in college. This rate is considerably above the national average, which is estimated to be less than 50 per cent.

19. Among the three types of institutions in The Oklahoma State System of Higher Education, the four-year colleges increased at a much more rapid rate during the past five years than either the universities or the two-year colleges. In

the fall of 1957, state-owned four-year colleges enrolled just 23.4 per cent of the total degree-credit students in Oklahoma higher education. In the fall of 1961, these institutions enrolled 29.4 per cent of the total enrollment. During this same period, the state universities' share of the total enrollment dropped from 41.8 per cent to 39.1 per cent, and the state-owned two-year colleges gained from 9.1 per cent in 1957 to 9.2 per cent in 1961.

20. Academic-year college enrollments in The Oklahoma State System of Higher Education have increased from 26,866 in 1940 to 51,198 in 1960, a 90.6 per cent increase for the twenty-year period.

21. It is estimated that about 1,725 individuals who graduated from Oklahoma high schools in the spring of 1961 enrolled in colleges and universities in other states the following fall. This compares with 2,418 out-of-state freshman students admitted to all Oklahoma institutions of higher learning for the same semester. Of this total number of out-of-state freshman students 1,870 were admitted to colleges and universities of the State System.

22. Nationally, about 60 per cent of the college students are enrolled in publicly controlled colleges and universities. In Oklahoma, almost 80 per cent are enrolled in institutions of this type.

23. In the fall of 1961, almost 80 per cent of the students in Oklahoma higher education were enrolled in state supported colleges and universities. By 1975, it is expected that 85 out of every 100 students enrolling in Oklahoma higher education will be in institutions of the State System.

Retention and Transfer

24. In the fall semester of 1961, there were 19,216 freshmen enrolled in all Oklahoma colleges and universities. Of these freshmen, 3,822, or 20 per cent, dropped out by the beginning of the spring semester.

25. Between the fall semester of 1961 and the spring semester of 1962, the freshman dropout rates by type of institutional control were as follows: state-owned institutions, 18.8 per cent; private institutions, 24.1 per cent; and municipal institutions, 23.3 per cent.

26. Freshman dropouts accounted for nearly one-half of the total undergraduate dropouts from the fall semester of 1961. There were seven times more dropouts at the freshman level than at the senior level, although there were only two and one-half times as many freshmen enrolled.

27. About two-thirds of all the freshman dropouts in the fall semester of 1961 came from a pool of about one-third of the students in the lower ability levels.

28. There was a total of 8,369 undergraduate dropouts between the fall and spring semesters of the 1961-62 year. Of these dropouts, 52.5 per cent were doing average or above average work scholastically.

29. The major factor affecting dropout at the freshman level appeared to be poor scholarship. At all other levels, factors other than poor scholarship apparently were more important.

30. The state-supported four-year colleges had a dropout rate at the freshman level almost twice that of the state universities between the fall and spring semesters of the 1961-62 year. The four-year colleges lost 25.1 per cent of their students as compared with 13.1 per cent for the two universities.

31. In the fall of 1961, all Oklahoma institutions of higher education admitted a total of 5,385 students who had been previously enrolled in other colleges, a figure equal to about 10 per cent of the total undergraduate fall enrollment. Of these students, 1,914 were transfers from out-of-state institutions and 3,471 were transfers within the state.

32. Students who transferred into institutions of The Oklahoma State System of Higher Education from out-of-state institutions constituted almost as important a source of students as did out-of-state first-time freshmen. For every five out-of-state first-time freshmen who enrolled in state-supported institutions in the fall semester of 1961, another four out-of-state students entered by transfer.

Projected Enrollments

33. Total enrollment in Oklahoma colleges and universities is expected to rise from 60,000 in the fall of 1961, to about 71,000 in 1965; to 80,000 by 1970; and to 91,000 by 1975.

34. Higher education enrollments in the institutions of the State System will increase at a much faster rate than will enrollments in private institutions. The State System enrollment will move from 47,000 students in 1961, to more than 74,000 by 1975, while private and municipal enrollments are expected to move from a total of 12,950 students in 1961 to about 16,500 by 1975.

CONCLUSIONS

1. Census data reveal a significant decline in Oklahoma in the last two decades in the number of adults in the state's work force (18-65), and a significant increase in the number of people in the dependent-age population (under 14 and above 65). Unless Oklahoma can halt the exodus of adults in the so-called "productive-age" group, additional burdens will of necessity fall upon those who choose to remain in the state.

2. The change in the character of Oklahoma's population from chiefly rural in 1940 to predominately urban in 1960 was the single most important demographic shift to occur within the state over the past two decades. This rural-to-urban trend shows every evidence of continuing in the foreseeable future. If Oklahoma is to furnish suitable employment for these thousands moving off the farms and the small towns into the cities, then it must encourage the establishment and development of modern industrial and commercial enterprises to replace the jobs formerly supplied by agriculture. The dependence of complex industrial organizations upon higher education to provide both highly trained personnel and a labor force with requisite semi-professional and technical skills requires that Oklahoma's colleges and universities work closely with the state leadership in meeting the problem of maintaining and extending employment opportunities for its citizens.

3. When measured by median family income, the people of Oklahoma are making a significantly greater effort to provide higher education for the state's youth than are families in most other states. While Oklahoma's median family income is nearly $1,000 below the national average, the proportion of college-age population (18-24) enrolled in school is substantially above the national average. Only one of Oklahoma's neighboring states (Colorado) has a higher proportion of that age group in school.

4. An increasing proportion of Oklahoma high school graduates who go on to college are enrolling in state-supported institutions of higher education. In 1961, these institutions enrolled nearly eight out of every ten students who went to college in Oklahoma, which compares with a national average of about six in ten enrolled in public colleges and universities. This trend can be expected to continue during the next decade and by 1975, state-owned colleges and universities in Oklahoma must plan to accommodate at least 85 per cent of the youth who go on to college.

5. It is conservatively estimated that 60 per cent of Oklahoma's high school graduates go on to college. This rate of college enrollment is above the national average, which is estimated to be less than 50 per cent. By 1975, it is expected that between 65 and 70 per cent of the state's high school graduates will go on to college provided the state continues to make opportunities available for all who will want to continue.

6. Although Oklahoma is in the forefront of the states in the relative proportion of its high school graduates going on to college, there are still substantial numbers of qualified Oklahoma students who do not continue their formal education beyond the high school. In the fall of 1961, twelve counties in the state sent less than 30 per cent of their spring high school graduates to Oklahoma colleges, as compared with more than 60 per cent enrolled from a number of other counties the same semester. If it is assumed that all those high school seniors in the top one-half of their graduating classes have the ability to do college-level work, then well over 1,000 Oklahoma high school graduates are annually terminating their educational careers short of their capacities to profit from advanced training.

7. A factor closely related to college attendance in Oklahoma is the proximity of a college to the student's home. With the exception of two institutions, a majority of the freshmen residents of Oklahoma enrolled in the 18 colleges and universities in the State System live within a 50-mile radius of the campus where they are enrolled.

8. In general, the level of income in a county or a region bears a close relationship to the proportion of that area's high school graduates in college. In those ten Oklahoma counties with 1960 per capita incomes below $1,000, the ratio between spring 1961 high school graduates and fall 1961 first-time freshmen in college was only about 30 per cent. The ratio in the thirteen counties with per capita incomes in excess of $2,000 was more than 50 per cent. These data suggest that if additional financial resources were available to students of families in the low-income groups, a substantially larger proportion would go on to college.

9. Private colleges in Oklahoma differ significantly from state institutions in the geographic origins of their student bodies in that they draw a much larger proportion of their entering freshmen from outside the state. In the fall of 1961, nearly 44 per cent of the freshmen enrolled in privately controlled institutions came from outside Oklahoma. This compares with 13.6 per cent of the freshmen in state-owned institutions who were from other states and territories during that same fall term.

10. Oklahoma imports a larger number of college students than it exports. In the fall semester of 1961, the 33 Oklahoma colleges and universities enrolled 2,418 freshmen from other states and foreign countries. It is estimated that during this same semester there were about 1,725 Oklahoma college freshmen enrolled in colleges and universities in other states. These figures include private as well as publicly supported colleges and universities.

11. The ratio of out-of-state to resident enrollments in Oklahoma higher education is comparatively low in relation to that of the other states in the region of which the state is a part. Oklahoma ranks eighth among the ten states in the region in this respect.

12. An increasing number of adults formerly considered to be above the conventional college age are enrolling in Oklahoma colleges and universities. A closely related finding is that pertaining to the number of married students in college. For those students who survive to graduation, four in 10 will likely be married. These trends have significant implications for programs, student housing, counseling services, and planned social activities on the campus.

13. In the future, women will constitute an increasing proportion of the total enrollment in higher education. Statistics of recent years indicate that the enrollment rate of women is increasing at more than twice that of men, and at some academic levels the rate of increase is five to six times that of men. This trend has important implications for both institutional and state-wide planning, especially in the areas of instructional programs, faculty staffing patterns, and priorities in the kinds of physical facilities to be provided. If this trend continues, instructional programs of particular attraction to women—fine arts, liberal arts, and teacher education—will probably need to expand much more rapidly in the future than programs in which enrollments are predominately male—agriculture, engineering, law, and the medical sciences.

14. While the head-count enrollment of private institutions in Oklahoma has remained relatively static during the past five years, these institutions gained 11.7 per cent in full-time-equivalent enrollments, which represents a substantial increase in the work load of these institutions. During this same period, the head-count enrollment in state colleges and universities increased 24.2 per cent and the full-time-equivalent enrollments rose by 20.1 per cent.

15. The fact that full-time-equivalent enrollment increases in the state institutions did not keep pace with head-count enrollment can probably be attributed to: (1) an increasing number of commuting students who carry less than a 15 semester hour load, and (2) the growth of graduate enrollments at the two state universities.

16. While it has been customary through the years for institutions of higher education to report detailed statistics in terms of head-count enrollments, this figure alone does not give a clear indication of the educational demands made upon an institution by a given group of students. Detailed information on full-time-equivalent enrollments, both by subject field and by level, should be compiled annually by the State Regents in order to obtain a better understanding of each institution's work load.

17. About six out of 10 students who begin college in Oklahoma do not survive to graduation. While many of these students probably accomplish the objectives for which they initially enroll, many more terminate their college careers without realizing their original objectives.

18. At the freshman level, the major factor affecting student attrition is lack of ability to do college-level work. At all other levels, factors other than scholastic inability account for the majority of dropouts. The dropout of students who clearly have the scholastic ability to remain in college and earn a baccalaureate degree represents a significant loss of potential talent, both to Oklahoma and the nation.

19. As a group, Oklahoma college students are highly mobile. In view of the large number of students who transfer among the 33 Oklahoma colleges and universities, it is important that transfer policies be developed which will not only protect the vested interests of students, but which will also permit the uniform administration of admission and retention policies.

20. By 1975, Oklahoma higher education enrollments are expected to reach 91,000, an increase of more than 31,000 students in the next twelve years. These projections are conservative in that they are based on existing retention ratios of public schools and colleges; also, they are based on the assumption that no new institutions will be established and that existing institutions will not radically alter their present functions. It is conceivable that college enrollments may reach 100,000 by 1975. The problems involved in providing higher education opportunities for an additional 30,000 to 40,000 college students in the next dozen years require forthright and incisive planning.

Recommendations

1. **It is recommended that long-range plans be developed which will insure that every Oklahoma resident who wants to enroll in college and who can meet admission standards will have access to an institution in the State System.**

Oklahoma ranks among the top half-dozen states in the nation in the proportion of its college-age population (18-24) in school. In 1960, 27 per cent of the state's population between the ages of 18 and 24 were enrolled in school. This compares with the national average of 23.1 per cent for the same year.

The high incidence of enrollment of the college-age population in Oklahoma is due in large measure to the long established tradition of providing secondary and higher education to every boy and girl who wants it and demonstrates he can benefit from it. This public policy should be continued and should serve as a guiding principle to those responsible for planning and providing future resources for public higher education.

2. **It is recommended that as enrollments rise and facilities become more crowded, state-supported colleges and universities give priority to the admission of qualified Oklahoma residents.**

As a group, state-supported institutions of higher education in Oklahoma enrolled 6,440 out-of-state and foreign students in the fall of 1961, a number equal to 13.3 per cent of total head-count enrollments that semester. This percentage compares witn a 10-state regional average of 18.4 per cent, and a national average of about 20 per cent.

No qualified Oklahoma resident is now denied admission to a state-supported college or university. However, as enrollments rise and institutional facilities become more crowded, it may become necessary for some institutions to limit the number of students that can be admitted. In such instances, state-supported colleges and universities should seek first to serve qualified residents of Oklahoma.

3. **It is recommended that the State Regents and Governing Boards, in order to provide opportunity to all eligible students to go on to college, make maximum use of existing facilities of the State System before providing new facilities which duplicate those already in existence.**

Data presented in this report regarding rural-to-urban population shifts in the last 20 years, and particularly in the last 10 years, reveal that a majority of potential college students have moved into a half-dozen of the state's larger cities. Since college freshmen particularly tend to enroll in institutions near home, it can be expected that an ever-increasing stream of students will be seeking admission in institutions located near these heavily populated centers.

In view of these rapid population shifts in Oklahoma, which are expected to continue, the state is faced with two alternatives in providing for student enrollments. While neither of these alternatives completely excludes the other, the basic decision will determine the direction of future planning. The two alternatives are (1) to provide new campuses and extend existing facilities conveniently located near population centers, or (2) to make maximum use of existing facilities of the State System prior to large scale campus expansion.

The first alternative establishes as a guiding principle that of providing additional opportunities which are geographically convenient to students. The second stresses the use of existing facilities and resources even though they may not be as conveniently located near students' homes. It is to the best interest of both students and the state that the second alternative be followed.

4. It is recommended that Oklahoma colleges and universities direct greater attention toward youth who are dropping out of college in an effort to identify and retain promising students who may be discontinuing their college education.

Between September of 1961 and February of 1962, a total of 8,369 undergraduate students dropped out of the institutions in which they had been enrolled in the fall semester. Of these dropouts, 31.7 per cent were performing average work at the time of their departure, and another 20.8 per cent were performing above average work. Thus, more than one-half of the dropouts had demonstrated satisfactory progress toward a college degree.

Because it could not be ascertained how many of these dropouts transferred to other colleges and thus continued their formal education, it is probable that some of these students remained in college. However, it appears likely that a large number of these promising youth left college before completing requirements for a baccalaureate degree.

In today's world, with increasing concern being focused on the accelerated demand for trained manpower, it is becoming increasingly important that society develop the talents of those who have the requisite ability to complete four years of college work. Colleges and universities in Oklahoma should concentrate greater study on dropouts to the end that capable college students will be identified and encouraged to complete their formal education.

5. It is recommended that college officials institute a systematic administrative procedure to make certain that all regularly admitted college freshmen have participated in the American College Testing Program.

In September of 1959, the State Regents authorized and requested each institution in the State System to serve as a testing center for the American College Testing Program for high school seniors and to require entering freshmen applicants to submit scores from the American College Testing Program. Private and municipal institutions joined with state colleges and universities in requiring the test of entering freshmen. These test scores have been used principally for counseling and guidance purposes.

In compiling data on the academic characteristics of freshmen enrolled in Oklahoma colleges and universities during the fall 1961 semester, institutions reported that ACT test scores were not available for 1,258 of the 3,822 freshmen who had withdrawn from college during that semester. Because of the value of these data in counseling and guiding college students as well as in evaluating the academic characteristics of college dropouts, it is highly important that the test results be available for all entering students.

6. It is recommended that uniform policies be adopted with respect to the transfer of students among colleges and universities in The Oklahoma State System of Higher Education.

That Oklahoma college students are highly mobile is evident from the findings presented herein which shows that in the fall semester of 1961, a total of 5,385 students transferred into Oklahoma institutions of higher education. Of this number, three-fifths were students who had been previously enrolled in other Oklahoma colleges or universities.

In view of the high mobility of college students in Oklahoma, it is important that uniform transfer policies be adopted for the state institutions which are consistent with institutional functions and which protect the vested interests of students. A student who is eligible to continue his enrollment in an institution of the State System normally should be eligible for transfer to other state institutions of like type and function. Conversely, a student who has been suspended for academic or other reasons and is not eligible for readmission normally should not be eligible to transfer to other state institutions. Uniform transfer policies are necessary for the effective administration of institutional admission and retention standards.

7. **It is recommended that the State Regents continue to compile annual statistics on higher education enrollments similar to those presented in this report so that up-to-date and reliable information will be available for continuous long-range planning.**

More than ever before, education is the medium for survival and progress. Too often, those responsible for higher education have been preoccupied with immediate solutions to educational problems, which has sometimes resulted in patchwork planning. To avoid being continually in a "catching-up" process, those responsibile for higher education must continually plan ahead, striving to find solutions to known problems and needs, before they arise, rather than wait until they confront us head-on. If creative and responsible plannings are to occur, those in positions of leadership must be furnished with up-to-date and reliable information about students on which long-range planning can be based.

APPENDIX A

LIST OF PARTICIPATING INSTITUTIONS IN THE STUDY OF OKLAHOMA HIGHER EDUCATION ENROLLMENTS AND PROJECTIONS

State Institutions

OU	—University of Oklahoma, Norman	Universities
OSU	—Oklahoma State University, Stillwater	
CSC	—Central State College, Edmond	4-Year Colleges
ECSC	—East Central State College, Ada	
NESC	—Northeastern State College, Tahlequah	
NWSC	—Northwestern State College, Alva	
SESC	—Southeastern State College, Durant	
SWSC	—Southwestern State College, Weatherford	
OCW	—Oklahoma College for Women, Chickasha	
PAMC	—Panhandle A. & M. College, Goodwell	
LU	—Langston University, Langston	
Cameron	—Cameron State Agricultural College, Lawton	2-Year Colleges
Conners	—Conners State Agricultural College, Warner	
Eastern	—Eastern Oklahoma A. & M. College, Wilburton	
Murray	—Murray State Agricultural College, Tishomingo	
NEOAMC	—Northeastern Oklahoma A. & M. College, Miami	
NOJC	—Northern Oklahoma Junior College, Tonkawa	
OMA	—Oklahoma Military Academy, Claremore	

Private Institutions

Tulsa	—University of Tulsa, Tulsa	University
Ben Hts	—Benedictine Heights College, Tulsa	4-Year Colleges
Bethany	—Bethany Nazarene College, Bethany	
OBU	—Oklahoma Baptist University, Shawnee	
OCC	—Oklahoma Christian College, Oklahoma City	
OCU	—Oklahoma City University, Oklahoma City	
Phillips	—Phillips University, Enid	
Bacone	—Bacone College, Bacone	2-Year Colleges
St Greg	—St. Gregory's College, Shawnee	

Municipal Institutions

Altus	—Altus Junior College, Altus	2-Year Colleges
El Reno	—El Reno Junior College, El Reno	
Muskogee	—Muskogee Junior College, Muskogee	
Poteau	—Poteau Community College, Poteau	
Sayre	—Sayre Junior College, Sayre	
Seminole	—Seminole Junior College, Seminole	

APPENDIX B

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

State Capitol, Oklahoma City

SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA

Student Enrollment Questionnaire

(Form 3-B)

Purpose: The purpose of this questionnaire is to secure enrollment data to supplement *Enrollment Form 9-61,* The Oklahoma State Regents for Higher Education, 1961 fall semester.

Institution ____

Completed by________________________ Date ________________________

Schedule I: NUMBER OF FIRST-TIME FRESHMEN IN OKLAHOMA INSTITUTIONS, BY COUNTY IN OKLAHOMA, BY STATE, AND FOREIGN COUNTRY

General Instructions for Schedule I:

1. Schedule I is comprised of three sections:
   a. Section A reports the number of first-time freshmen from Oklahoma secondary schools.
   b. Section B reports the number of out-of-state first-time freshmen.
   c. Section C reports the number of first-time freshmen from foreign countries.

2. Report in the appropriate section of Schedule I all first-time freshmen who were enrolled at this institution in the 1961 fall semester.

3. Exclude from Schedule I all first-time students who were:
   a. Enrolled in a preceding summer session.
   b. Enrolled in extension centers or places away from the main or branch campuses of this institution.
   c. Taking courses at home by mail, radio, or TV.
   d. Enrolled in adult education courses.
   e. Enrolled in short courses.
   f. Enrolled in branch campuses (these will be obtained separately).

Definition:

1. *First-Time Freshman*: A first-time freshman is a student who has not been previously enrolled on the main or a branch campus of this institution or any institution of higher education.

Section A: NUMBER OF FIRST-TIME FRESHMEN FROM OKLAHOMA SECONDARY SCHOOLS, BY COUNTY LOCATION OF LAST SCHOOL ATTENDED.

Instructions: Report in Section A the number of first-time freshmen from Oklahoma secondary schools who enrolled at this institution in the 1961 fall semester. Report the student from the county in which the last secondary school that he attended was located.

	First-Time Freshmen				First-Time Freshmen		
County	Men	Women	Total	County	Men	Women	Total
Adair				Lincoln			
Alfalfa				Logan			
Atoka				Love			
Beaver				McClain			
Beckham				McCurtain			
Blaine				McIntosh			
Bryan				Major			
Caddo				Marshall			
Canadian				Mayes			
Carter				Murray			
Cherokee				Muskogee			
Choctaw				Noble			
Cimarron				Nowata			
Cleveland				Okfuskee			
Coal				Oklahoma			
Comanche				Okmulgee			
Cotton				Osage			
Craig				Ottawa			
Creek				Pawnee			
Custer				Payne			
Delaware				Pittsburg			
Dewey				Pontotoc			
Ellis				Pottawatomie			
Garfield				Pushmataha			
Garvin				Roger Mills			
Grady				Rogers			
Grant				Seminole			
Greer				Sequoyah			
Harmon				Stephens			
Harper				Texas			
Haskell				Tillman			
Hughes				Tulsa			
Jackson				Wagoner			
Jefferson				Washington			
Johnston				Washita			
Kay				Woods			
Kingfisher				Woodward			
Kiowa							
Latimer							
LeFlore				TOTAL STATE			

(Form 3-B: Page 2)

Section B: NUMBER OF OUT-OF-STATE FIRST-TIME FRESHMEN, BY STATE AND TERRITORY

Instructions: Report in Section B the number of first-time freshmen from secondary schools located in states and territories of the United States other than Oklahoma. A student whose last reported secondary school was a United States Dependent School located in a foreign country should also be included in this schedule.

	First-Time Freshmen		
State	Men	Women	Total
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
Kentucky			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			

	First-Time Freshmen		
State	Men	Women	Total
North Carolina			
North Dakota			
Ohio			
Oklahoma	xxxxxx	xxxxxx	xxxxxx
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			
Sub-Total			
Canal Zone			
Dist. of Columbia			
Guam			
Puerto Rico			
Virgin Islands			
United States Dependent Schools			
Sub-Total			
TOTAL STATES and TERRITORIES			

(Form 3-B: Page 3)

Section C: NUMBER OF FOREIGN FIRST-TIME FRESHMEN, BY COUNTRY

Instructions: Report in Section C the number of first-time freshmen from secondary schools located in foreign countries who were enrolled at this institution in the 1961 fall semester. List the countries in alphabetical order. If additional space is needed, attach a supplemental sheet.

Foreign Country	Number of Students		
	Men	Women	Total
TOTAL			

Schedule II: ENROLLMENT IN OKLAHOMA INSTITUTIONS, BY STATE AND FOREIGN COUNTRY

General Instructions for Schedule II: Report in Schedule II, Sections A and B, the total number of students enrolled in this institution in the 1961 fall semester from states and territories of the United States other than Oklahoma, and from foreign countries. Include in Schedule II all first-time freshmen, other undergraduates, and graduate students.

Definitions:

1. *Out-Of-State Student*: For purposes of this report, an out-of-state student is the same as reported by this institution in *Enrollment Form 9-61*, The Oklahoma State Regents for Higher Education, Schedule III, (b), fall semester 1961.

2. *Foreign Student*: For purposes of this report, a foreign student is the same as reported by this institution in *Enrollment Form 9-61*, The Oklahoma State Regents for Higher Education, Schedule III, (c), fall semester 1961.

Section A: ENROLLMENT IN OKLAHOMA INSTITUTIONS, BY STATE AND TERRITORY

State	Enrollment			State	Enrollment		
	Men	Women	Total		Men	Women	Total
Alabama				Michigan			
Alaska				Minnesota			
Arizona				Mississippi			
Arkansas				Missouri			
California				Montana			
Colorado				Nebraska			
Connecticut				Nevada			
Delaware				New Hampshire			
Florida				New Jersey			
Georgia				New Mexico			
Hawaii				New York			
Idaho				North Carolina			
Illinois				North Dakota			
Indiana				Ohio			
Iowa				Oklahoma	xxxxxx	xxxxxx	xxxxxx
Kansas				Oregon			
Kentucky				Pennsylvania			
Louisiana				Rhode Island			
Maine				South Carolina			
Maryland				South Dakota			
Massachusetts				Tennessee			

(Continued on next page)

Section A: (Continued)

State	Enrollment Men	Enrollment Women	Enrollment Total	State	Enrollment Men	Enrollment Women	Enrollment Total
Texas				Canal Zone			
Utah				District of Columbia			
Vermont				Guam			
Virginia				Puerto Rico			
Washington				Virgin Islands			
West Virginia				Sub-Total			
Wisconsin				TOTAL STATE and TERRITORIES[1]			
Wyoming							
Sub-Total							

[1] This total should agree with the total reported in *Enrollment Form 9-61*, Schedule III(b), Oklahoma State Regents for Higher Education, 1961 Fall Semester.

Section B: ENROLLMENT IN OKLAHOMA INSTITUTIONS, BY FOREIGN COUNTRY

Instructions: Report in this schedule the total number of students enrolled in this institution in the 1961 fall semester from foreign countries. List the countries in alphabetical order. (If additional space is needed, attach a supplemental sheet.)

Foreign Country	Number of Students Men	Number of Students Women	Number of Students Total
TOTAL[1]			

[1] This total should agree with the the total reported in *Enrollment Form 9-61*, Schedule III(c), Oklahoma State Regents for Higher Education, 1961 fall semester.

(Form 3-B: Page 6)

Schedule III: NUMBER OF UNDERGRADUATE STUDENTS TRANSFERRING INTO OKLAHOMA INSTITUTIONS

General Instructions for Schedule III: Report in Schedule III, Sections A and B, the number of undergraduate students who transferred into this institution for the 1961 fall semester from other Oklahoma institutions, from institutions located in other states and territories, and from institutions located in foreign countries. If the student was enrolled at more than one institution previously, report him as a transfer from the last institution attended.

Section A: TRANSFER OF UNDERGRADUATE STUDENTS INTO THIS INSTITUTION FROM OTHER OKLAHOMA INSTITUTIONS

Institution From Which Transferred	Number of Transfers		
State Four-Year Colleges and Universities	Men	Women	Total
University of Oklahoma			
Oklahoma State University			
Oklahoma College for Women			
Panhandle A&M College			
Langston University			
Central State College			
East Central State College			
Northeastern State College			
Northwestern State College			
Southeastern State College			
Southwestern State College			
Sub-Total			
State Two-Year Colleges	Men	Women	Total
Cameron State Agricultural College			
Connors State Agricultural College			
Eastern Oklahoma A&M College			
Murray State Agricultural College			
Northeastern Oklahoma A&M College			
Northern Oklahoma Junior College			
Oklahoma Military Academy			
Sub-Total			

(Continued on next page)

(Form 3-B: Page 7)

Section A: (Continued)

Institution From Which Transferred	Number of Transfers		
Independent Four-Year Colleges and Universities	Men	Women	Total
Benedictine Heights College			
Bethany Nazarene College			
Oklahoma Baptist University			
Oklahoma Christian College			
Oklahoma City University			
Phillips University			
University of Tulsa			
Sub-Total			
Independent and Municipal Two-Year Colleges	Men	Women	Total
Altus Junior College			
Bacone College			
El Reno Junior College			
Muskogee Junior College			
Poteau Community College			
Sayre Junior College			
Seminole Junior College			
St. Gregory's College			
Sub-Total			
TOTAL OF TRANSFERS			

(Form 3-B: Page 8)

Section B: TRANSFER OF STUDENTS INTO THIS INSTITUTION FROM OTHER STATES AND TERRITORIES, AND FROM FOREIGN COUNTRIES

State	Number of Transfers		
	Men	Women	Total
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
Kentucky			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon			

State	Number of Transfers		
	Men	Women	Total
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			
Sub-Total			
Canal Zone			
District of Columbia			
Guam			
Puerto Rico			
Virgin Islands			
Sub-Total			
TOTAL STATES and TERRITORIES			
Transfers From Foreign Countries			
GRAND TOTAL			

Schedule IV: DROPOUTS FROM 1961 FALL FRESHMAN CLASS

Instructions: Report in Schedule IV all dropouts who were classified as freshmen in the fall semester of 1961 and who failed to re-enroll for the spring semester of 1962.

Definitions:

1. *Dropout*: A dropout is a student who was enrolled in this institution and who subsequently left for any reason. This includes students who formally withdrew; those who dropped out without formally withdrawing; those who were suspended; those who transferred from this institution to another institution; and those who failed to re-enroll for the spring semester of 1962.

2. *Freshman*: For purposes of this schedule, a freshman is one who was classified as a freshman at the beginning of the 1961 fall semester, as reported by this institution in *Enrollment Form 6-61*, The Oklahoma State Regents for Higher Education, Schedule I, fall semester 1961.

ACT Composite Score	Number of Dropouts Men	 Women	 Total
0-13			
14-17			
18-19			
20-22			
23-36			
ACT Composite Score not available			
TOTAL DROPOUTS			

(Form 3-B: Page 10)

Schedule V: TOTAL UNDERGRADUATE DROPOUTS FROM 1961 FALL SEMESTER

Instructions: Report in Schedule V all undergraduates who were enrolled for the 1961 semester and who did not re-enroll for the 1962 spring semester. A student who completed requirements for graduation during this period (i.e., Associate in Arts, Bachelor of Arts, or first professional degree) would *not* be reported.

Definitions:

1. *Dropout*: For purposes of Schedule V, a dropout is one who was enrolled in this institution for the 1961 fall semester and who subsequently left for any reason other than upon completion of graduation requirements. This includes students who formally withdrew; those who left without formally withdrawing; those who were suspended; those who transferred from this institution to another institution; and those who failed to re-enroll for the 1962 spring semester.
2. *Cumulative Scholarship Status*:[1]
   - a. Below Average: A cumulative grade-point average of 1.4 or below.
   - b. Average: A cumulative grade-point average between 1.5—2.5.
   - c. Above Average: A cumulative grade-point average of 2.6 or above.

Cumulative Scholarship Status	Classification By Level[2]				
	Fresh.	Soph.	Jr.	Sr.	Total
No college credit		xxxxxx	xxxxxx	xxxxxx	
Below Average					
Average					
Above Average					
Not available					
TOTAL					

---

[1] Based on A=4.0; B=3.0; C=2.0; D=1.0; F=0.0.

[2] For purposes of this schedule, a student's classification should be the same as that which he held at the beginning of the 1961 fall semester, as reported in *Enrollment Form 9-61*, The Oklahoma State Regents for Higher Education, Schedule I, fall semester 1961.

Schedule VI: HEAD-COUNT ENROLLMENT BY AGE GROUP

Instructions: Report in Schedule VI, the 1961 fall semester enrollment of this institution by age group. The total should agree with the total reported in *Enrollment Form 9-61,* The Oklahoma State Regents for Higher Education, Schedule I, 1961 fall semester. List the age of the student as it is determined by this institution. If age is unknown, please estimate.

Age Group	Undergraduate			Graduate			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Under 18 years of age									
18 years; not yet 20 years									
20 years; not yet 22 years									
22 years; not yet 24 years									
24 years; not yet 26 years									
26 years; not yet 28 years									
28 years; not yet 30 years									
30 years; not yet 40 years									
40 years; not yet 50 years									
50 years; not yet 60 years									
60 years and over									
TOTAL									

Schedule VII: NUMBER OF STUDENTS BY TYPE OF HOUSING, 1961 FALL SEMESTER

Instructions: Enter in this schedule all students who were enrolled in this institution for the 1961 fall semester. The total should agree with the total reported in *Enrollment Form 9-61*, Oklahoma State Regents for Higher Education, Schedule I, 1961 fall semester.

Type of Housing	Number of Students		
Single Students			
	Men	Women	Total
College or university dormitory			
College or university family unit			
Fraternity-Sorority			
Living in private housing in community			
Commuting from outside community			
Sub-Total			
Married Students			
	Men	Women	Total
College or university dormitory			
College or university family unit			
Fraternity-Sorority			
Living in private housing in community			
Commuting from outside community			
Sub-Total			
GRAND TOTAL			

Schedule VIII: MARITAL STATUS OF STUDENTS ENROLLED IN 1961 FALL SEMESTER

Instructions: **The students to be listed in this schedule are those who were married on or before the beginning of the 1961 Fall Semester.**

Classification	Number of Married Students		
	Men	Women	Total
Freshman			
Sophomore			
Junior			
Senior			
Special			
Graduate			
TOTAL			

(Form 3-B: Page 14)

APPENDIX C

FIRST-TIME FRESHMEN IN OKLAHOMA COLLEGES FROM FOREIGN COUNTRIES

FALL 1961

Country	Number of Students		
	Men	Women	Total
Algeria	1	—	1
American Samoa	—	1	1
Arabia	4	—	4
Bahamas	—	1	1
Bolivia	6	—	6
Brazil	1	—	1
British East Africa	1	—	1
British West Indies	2	—	2
Canada	10	5	15
Columbia	1	1	2
Costa Rica	—	2	2
Cuba	3	—	3
England	2	—	2
Estonia	1	—	1
Formosa	8	3	11
Germany	1	3	4
Hungary	1	—	1
India	4	—	4
Indonesia	1	—	1
Iran	36	—	36
Iraq	3	—	3
Italy	—	1	1
Japan	2	—	2
Jordan	2	—	2
Kenya	2	—	2
Kuwait	1	—	1
Lebanon	6	—	6
Mexico	6	1	7
Morocco	2	—	2
Pakistan	1	—	1
Panama	4	4	8
Peru	4	—	4
Philippines	1	—	1
Saudi Arabia	2	—	2
Syria	1	—	1
Thailand	1	1	2
Tunisia	1	—	1
Venezuela	10	—	10
Vietnam	1	—	1
TOTAL	133	23	156

Source: Student Enrollment Questionnaire Form 3-B (Self-Study)

APPENDIX D

TOTAL STUDENTS IN 33 OKLAHOMA COLLEGES FROM FOREIGN COUNTRIES

FALL 1961

Country	Number of Students		
	Men	Women	Total
Afghanistan	2	—	2
Algeria	2	—	2
American Samoa	—	1	1
Arabia	21	—	21
Argentina	7	—	7
Australia	2	—	2
Bahamas	1	—	1
Bolivia	22	—	22
Brazil	2	2	4
British West Indies	6	1	7
Burma	1	—	1
Cambodia	2	—	2
Cameroun	—	1	1
Canada	76	13	89
Chile	3	1	4
Columbia	18	1	19
Costa Rica	1	2	3
Cuba	9	—	9
Dominican Republic	2	—	2
Ecuador	2	1	3
Egypt	5	—	5
England	3	—	3
Ethiopia	3	—	3
Formosa	109	24	133
France	4	1	5
Germany	5	1	6
Ghana	1	—	1
Greece	6	1	7
Guatemala	3	—	3
Guiana	1	—	1
Holland	1	—	1
Honduras	2	—	2
Hungary	10	—	10
India	96	6	102
Indonesia	9	1	10
Iran	203	6	209
Iraq	31	2	33
Israel	6	—	6
Italy	2	—	2
Jamacia	2	—	2
Japan	16	3	19
Jordan	20	1	21
Kenya	6	—	6
Korea	13	3	16
Kuwait	3	—	3
Lebanon	43	—	43
Liberia	1	—	1
Malaya	5	—	5
Mexico	26	4	30
Morocco	3	1	4
Netherlands	1	—	1
Nicaragua	3	—	3
Nigeria	7	—	7
Norway	1	—	1
Okinawa	1	—	1
Pakistan	27	9	36
Panama	20	8	28
Paraguay	—	1	1
Peru	13	2	15
Philippines	7	4	11
Sarawak	1	—	1
Saudi Arabia	12	1	13
South Africa	5	—	5
Surinam (Dutch Guiana)	1	—	1
Switzerland	2	1	3
Syria	2	—	2
Thailand	8	2	10
Trinidad	2	—	2
Turkey	12	2	14
Tunisia	5	—	5
Uruguay	1	—	1
Venezuela	98	5	103
Vietnam	3	—	3
TOTAL	1049	112	1161

Source: Student Enrollment Questionnaire Form 3-B (Self-Study).

APPENDIX E

DEGREES GRANTED IN OKLAHOMA FOUR-YEAR COLLEGES AND UNIVERSITIES

SPRING AND SUMMER, 1961

Institution	Spring						Summer						Total					
	Associate in Arts	Bachelors	Masters	Doctors	Law	Medicine	Associate in Arts	Bachelors	Masters	Doctors	Law	Medicine	Associate in Arts	Bachelors	Masters	Doctors	Law	Medicine
State:																		
OU	—	1251	224	35	77	84	—	202	183	31	9	—	—	1453	407	66	86	84
OSU	145	1380	222	34	—	34[a]	7	233	223	27	—	—	152	1613	445	61	—	34[a]
CSU	—	313	15	—	—	—	—	82	55	—	—	—	—	395	70	—	—	—
ECSC	—	184	15	—	—	—	—	59	50	—	—	—	—	243	65	—	—	—
NESC	—	354	39	—	—	—	—	134	112	—	—	—	—	488	151	—	—	—
NWSC	—	113	10	—	—	—	—	57	—	—	—	—	—	170	10	—	—	—
SESC	—	211	12	—	—	—	—	55	54	—	—	—	—	266	66	—	—	—
SWSC	—	251	14	—	—	—	—	53	48	—	—	—	—	304	62	—	—	—
OCW	—	89	—	—	—	—	—	—	—	—	—	—	—	89	—	—	—	—
PAMC	—	80	—	—	—	—	—	25	—	—	—	—	—	105	—	—	—	—
LU	—	73	—	—	—	—	—	—	—	—	—	—	—	73	—	—	—	—
Total State	145	4299	551	69	77	118	7	900	725	58	9	—	152	5199	1276	127	86	118
Private:																		
Tulsa	—	387	34	2	49	—	—	91	21	—	—	—	—	478	55	2	49	—
Ben Hts	—	21	—	—	—	—	—	5	—	—	—	—	—	26	—	—	—	—
Bethany	—	105[b]	—	—	—	—	—	17	—	—	—	—	—	122[b]	—	—	—	—
OBU	—	192	—	—	—	—	—	—	—	—	—	—	—	192	—	—	—	—
OCC	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
OCU	—	206	—	—	17	—	—	66	—	—	5	—	—	272	—	—	22	—
Phillips	—	174[c]	5	—	—	—	—	—	—	—	—	—	—	174[c]	5	—	—	—
Total Private	—	1085	39	2	66	—	—	179	21	—	5	—	—	1264	60	2	71	—
Grand Total	145	5384	590	71	143	118	7	1079	746	58	14	—	152	6463	1336	129	157	118

[a] Veterinary Medicine.

[b] Includes 3 Bachelor of Theology Degrees.

[c] Includes 35 Bachelor of Divinity Degrees.